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EDUCATION COMMISSION.

APPENDIX.

MINUTES OF EVIDENCE

TAKEN BEFORE

THE COMMISSIONERS.

1861.

110163

Vol. VI.

Presented to both Houses of Parliament by Command of Her Majesty.

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1861.

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MINUTES OF EVIDENCE

TAKEN BEFORE

THE COMMISSIONERS APPOINTED TO INQUIRE INTO THE STATE OF POPULAR EDUCATION IN ENGLAND.

Wednesday, 23rd November 1859.

PRESENT:

His Grace The Duke of Newcastle.
The Right Hon. Sir John Coleridge.
The Rev. William Charles Lake, M.A.
The Rev. William Rogers, M.A.
Goldwin Smith, Esq., M.A.
Nassau William Senior, Esq., M.A.
Edward Miall, Esq.

His Grace The DUKE OF NEWCASTLE in the Chair.

Ralph R. W. Lingen, Esq., examined.

R. R. W. Lingen, Esq.

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1. (*Chairman.*) You are secretary to the Committee of Council on Education?—I am.

2. Will you be kind enough to state what has been the nature and extent of your official experience in these matters, and what offices you have held connected with the Committee of Council?—The first office which I held under the Committee of Council was connected with an inquiry issued by the Committee to investigate the state of education in Wales. The counties of Carmarthen, Glamorgan, and Pembroke were the districts in which I was directed to inquire. That inquiry occupied me from October 1846 until June 1847. On the completion of my report I received a permanent appointment from the Education Committee as one of the examiners. I held that office from July 1847 until the end of 1848, and then, on Sir James Shuttleworth's illness, I was appointed as his *locum tenens*, and I acted in that capacity until the end of 1849. I was then appointed in his place, as secretary, and I have held that office since.

3. Practically you have done the duties of secretary for 11 years?—Yes.

4. Do you consider that the object of the Privy Council system of aid to education may be rightly defined to be the encouragement by money grants of voluntary efforts for that purpose?—Yes; I think that that definition, as a general one, may represent the objects of the grant.

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5. When you speak of voluntary efforts, do you mean voluntary efforts on the part of the parents of the children who are educated, or on the part of benevolent persons who take an interest in their education, or both?—Both.

6. Both in an equal degree?—Both to the extent, I should say, which each is capable of attaining. I think, however that the present system relies less upon the funds which come from the parents, than upon the voluntary action of subscribers.

7. Are there any instances within your knowledge in which the voluntary efforts are entirely confined to the payments by the parents of the children, and no assistance is given by benevolent individuals?—There are some such schools.

8. In what localities are they generally to be found?—I think that they would generally be schools connected either with the British and Foreign School Society or with the Wesleyan body; and for this reason, because the parents of children attending the schools in connexion with those bodies consist, to a very great extent, of that class which is either the top of the working class or the bottom of the shop-keeping class; and, with regard to those persons, the contribution which they make to the schools is very much represented by a graduated set of fees. The promoters of a British or a Wesleyan school in a small country town would very often be in this position: there would, perhaps, be some ten or a dozen persons who wished to give their children a pretty good education; they would club their means together, paying a certain rate for their own children, something like what they would pay at a private adventure school. They would raise among themselves the money to set up a building, and they would then open the school at a payment of so much per week, generally as high as 3*d.* or 4*d.*, for the children of the town; and a school organized in that way would often approach the position of self-support—self-support being always understood to be so much support from fees as will keep up the school, in addition to the Government grants. Subscriptions, in the sense of contributions from persons who derive no benefit from the school by sending their own children there, in many schools of that character, would not be found. That class of schools is the nearest approach to self-supporting schools with which I am acquainted. I believe that a few such schools might be found in large towns connected with the Church; but, as a rule, fewer would be found in connexion either with the Established Church or with the Roman Catholics; for this reason, that in the main they deal with the poorer class of the population, who can afford to pay less fees.

9. (*Mr. Senior.*) The school which you are mentioning is in the nature of a proprietary school for the lower classes?—Very much so.

10. (*Rev. W. Rogers.*) Such schools would never catch the lowest of the people, would they?—I think that you would almost invariably find that no person would be turned away from such a school, if he wished to enter on payment of a lower fee. If you were to put it before the managers—A. B. can pay 2*d.* a week, but cannot pay 4*d.* a week, and wishes to come to this school—I do not think that you would ever find that they would turn that child away. But the ordinary scale of fees in a school so generally regulates the class of children who attend it, that I should not expect such schools to be attended by the very poor.

11. (*Chairman.*) Are such schools as you have been describing established at the expense of the parents as well as supported by them?—They are established at the expense of that part of the parents who can afford to send their children afterwards to them. For

instance, you would find perhaps that a school of this sort would have upwards of 100, or perhaps 200, subscribers in small sums for the buildings; there would be all sorts of collections in chapel; there would be collections by tea parties and bazaars, and things of that kind; but the funds would come to a very great extent for the building from the same class who afterwards contribute for the maintenance.

12. That is to say, that the subscriptions, which you describe as numerous, are generally paid by those who subsequently send their children to the schools when they have been established?—I should say that that description would generally be true. With regard to the British schools, there very often are subscriptions from landed proprietors or others in the neighbourhood, who think it the best class of school. But to a very large extent, especially with Wesleyan schools the building is got up by persons who afterwards will use the school.

13. (*Mr. Miall.*) And that class of persons will get a cheaper education in consequence of the assistance which they obtain from Government?—Certainly.

14. (*Mr. Senior.*) But the number of these schools is very small, is it not?—The number of schools to which the foregoing description would apply strictly is very small indeed; the number of schools to which it would apply more or less is not so small.

15. That is to say, those which are very much dependent upon fees?—Yes.

16. And in fact in the sort of school, which you mention, there scarcely seems room for a manager?—If you define a manager as one who has no interest in the school connected with the individual children who are attending it, perhaps not; but in these schools the persons who act as managers are far more active, as committees, than in any others.

17. (*Mr. Miall.*) Can you give at all the proportion of children attending the school who can afford to pay more or less, who are of the strictly poorer classes?—There is a table at page 15 in the last Report of the Committee of Council which shows the proportion of children who are paying at various rates, beginning with 1*d.* and rising to 4*d.* and over, which will, in some degree, answer that question.

18. This applies to schools generally?—It applies to schools generally. 38·92 per cent. are paying more than 1*d.* and less than 2*d.*; 34·08 per cent. are paying 2*d.* and less than 3*d.*; 12·97 per cent. are paying 3*d.* and less than 4*d.*; 7·75 per cent. are paying 4*d.*; and 6·28 per cent. are paying over 4*d.*

19. (*Mr. Senior.*) Is that the proportion for all the schools connected with the Privy Council?—For all the schools connected with the Privy Council.

20. (*Chairman.*) When we spoke just now of the aid to voluntary efforts, did you understand it as applying to voluntary subscriptions by benevolent private individuals, or did you extend the term "voluntary efforts" to the time and trouble given by such persons to the promotion of education?—I understand that the interest in the school must be evidenced by pecuniary subscriptions; such subscriptions are the condition of a grant.

21. So that no assistance from the public funds is given in return for any voluntary efforts except subscriptions?—Ultimately that would be quite true; there are certain of the grants which are made conditional upon precise proportionate subscriptions in money; there are other grants which are not made proportionately conditional, but the conditions of which imply a previous expenditure from voluntary sources.

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22. (*Sir J. Coleridge.*) The services of a volunteer master would not be taken as so much money?—No.

23. (*Rev. W. C. Lake.*) Are there no exceptional cases, where schools are very flourishing, and where evidence is given of ability and diligence, in which grants are made?—No.

24. Such grants are not made except in a certain fixed proportion to money contributions?—No; the apparent exception I referred to was this, that the grants for pupil-teachers are made irrespectively of any precise money contribution on the part of the managers beyond such as is implied in their having provided a school of a certain standard of efficiency.

25. Do you mean it to be a universal answer, that there are no cases in which schools have been known to be flourishing as regards masters and teachers, in which the Privy Council would, on that account alone, make a grant?—What I meant to say was, that the grants from the Committee of Council, if allowed at all, for the support of schools, proceed upon fixed rules, and do not vary according to any discretionary estimate of the greater or less efficiency of a school.

26. (*Chairman.*) May not the principal operations of the Committee of Council be classified under three heads, namely, grants for the building of schools, grants for the education and provision of principal and assistant teachers, and capitation grants?—There would also be, thought trifling in amount, grants for books—under those four heads, viz., buildings, teachers, capitation, and books, the operations of the Committee of Council might be comprised.

27. (*Mr. Senior.*) That is to say, the material means—the teachers—and the scholars?—Yes.

28. (*Sir J. Coleridge.*) Teachers, including both masters and pupil-teachers?—Yes.

29. (*Chairman.*) What steps have been taken in the three cases specified for securing the private contributions by which the public grant is to be earned?—With regard to the building, the public grant must be met by at least an equal amount of private subscription; with regard to the teachers, the augmentation of a certificated teacher's salary must be met by at least an equal amount of private subscription, with the exception of a very few schools which can make out a case that, although practically open to the labouring poor, they are self-supporting by means of fees and the Government grants together, without subscriptions. That is the class of schools of which I was speaking before; they form, comparatively, a small part. The capitation grant, requires that at least 14*s.* for boys and 12*s.* for girls be raised from some sort of local fund upon each scholar for whom the capitation grant is paid. Those are the main conditions.

30. (*Mr. Senior.*) Is not there one exception, namely, that of the masters of workhouse schools?—Those belong to a wholly different branch of administration; the whole theory of the grants for the education of workhouse children is distinct and separate; the public, in one form or other, pays for it altogether.

31. Does not the Privy Council pay?—No; all that the Privy Council does is to certify that the school is in such a condition that the poor-law board may reimburse the guardians to a given extent for the cost of instructing the children. The voluntary schools do not at all rest upon the same principles as those which apply to workhouse education.

32. (*Sir J. Coleridge.*) With respect to the two heads to which you have referred, would any source of income from foundation have the

same weight as voluntary subscriptions?—With regard to the building, no; with regard to certificated teachers, no; but in the capitation minute the words are these: "That the income of the school in the "preceding year, from endowments, subscriptions, collections, and "scholars' payments, shall have amounted to 14*s.* per scholar in "schools for boys, and 12*s.* per scholar in schools for girls." So that, with regard to the capitation grants, endowments have been allowed to have the same weight as voluntary subscriptions.

33. Supposing that in a parish there was a sum of 10*l.* or 15*l.* a year from a charity to be paid to the master of the parish school, and then, by subscription, that sum was raised to a sufficient sum to entitle him to a grant from the Privy Council, if it were all by subscription, what would the Privy Council do in that case?—The rule may be stated, I think, in this way: that an endowed school is not *ipso facto* excluded from sharing in the grants of the Committee of Council, but that with regard to all those grants which require a specific voluntary subscription to meet them, that specific voluntary subscription must come from other funds than endowment.

34. Supposing that 30*l.* a year voluntary subscription would suffice, and the parties raised 20*l.* and had 10*l.* by endowment, what would be done?—Wherever a specific voluntary subscription is required, the endowment must be put wholly out of sight; the grant must be met irrespectively of the endowment. In the case supposed, if the teacher's certificate warranted an augmentation of 30*l.* (which is the highest), the sum of 20*l.* might be paid, so far as voluntary subscriptions alone were in question.

35. (*Rev. W. C. Lake.*) Does that rule apply to most grants of the Privy Council?—I should say it applies directly only to two; all that comes under building grant, and all that comes under augmentation. To pupil-teachers it applies only so far as that they cannot be apprenticed in a school which falls below a certain standard; and to the capitation grant, according to the minute which I have just read, it does not apply, because the 14*s.* or 12*s.* may be raised from endowment among other sources. In the building grant, which requires a voluntary subscription, and in the augmentation grant, which requires a voluntary subscription, endowment cannot be taken into account, but the condition must be fulfilled over and above the endowment, as if the endowment did not exist.

36. (*Mr. G. Smith.*) Do you inquire from what persons the voluntary subscriptions come?—In a building grant we require a list of the subscribers towards the school so far as it can be given; the sums are there usually considerable. With regard to the annual maintenance of schools, it is accepted as sufficient to return so much under the head of voluntary subscription, without going into particulars.

37. You do not ask whether it comes from persons in the parish or from persons out of the parish?—No.

38. Have you any means of showing whether the burthen in the case of Church schools is generally fairly shared by the proprietors, or whether it is generally left ultimately to fall on the clergyman?—I should say that the clergyman usually bears a most disproportionate share of it.

39. (*Sir J. Coleridge.*) In excess?—In excess. In every school some person must engage the master; some person must order the carpenters to work; some person must render himself legally responsible for every single act which is done in it; and with voluntary subscriptions it follows, almost naturally, that at the end of the year there is a very considerable margin, which the person who is legally responsible has

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to make good. In the country schools, I have no hesitation at all in saying, that the ultimate annual deficiency falls in a very heavy and disproportionate degree upon the clergy.

40. There the clergyman, I suppose, is the treasurer?—In a country school he usually represents every sort of administration in connexion with the school.

41. Being treasurer, as well as filling other offices, in going on from year to year, I suppose, he carries the balance of one year to meet the deficiency of another; it is only when he ceases to act that there comes to be an ultimate loss to him?—All the grants of the Committee of Council are paid to each school at a certain date in each year, and a statement of accounts is presented when the grants are claimed at the end of each year. Among other questions, this question is asked, "Is there "any debt affecting the school beyond the debts of the current year? "How is the deficiency, if any, supplied?" That deficiency is usually made good from year to year, at least in the country schools, by the clergymen.

42. (*Rev. W. Rogers.*) You do not allow the balance to go on; the treasurer could not begin, "Brought forward, 100*l.* from last year"?—If there was a return that the school was in debt 100*l.*, the official answer to that would be, "The debt must be cleared off before further "annual grants can be made." It has been a rule from the very beginning with the Committee of Council, not to make good the deficiencies of the past.

43. (*Sir J. Coleridge.*) Supposing it appear in the treasurer's account that he takes credit for 50*l.* to meet the deficiency of the preceding year, what means have you of proceeding; do you disallow it, or merely withhold the grant until that is set straight?—We should form an opinion from his statements, whether, from year to year, the school account was balanced; whether, with regard to the next year, any debt, which must necessarily be met in the course of that year, was carried forward.

44. (*Mr. Senior.*) You do not audit the accounts?—We do not. If the account showed that the school was deeply in debt, it would be a reason for requiring that its income and expenditure should be balanced, as a condition of going on with annual grants. When a school applies for annual grants, if it appears to be in debt, the first thing always is to require that the debt be cleared off.

45. (*Rev. W. C. Lake.*) Was it allowed in the original Capitation Minute that endowments might be reckoned as a part of the funds entitling schools to grants from the Privy Council?—It was.

46. (*Chairman.*) In answer to the question which I put just now, as to what steps were taken to secure the private contributions by which the public grant was to be earned, you stated that as regards buildings a sum at least equivalent to that which was to be granted from the public fund was required from private subscriptions. Are there any instances in which you give as much as an equivalent sum on the part of the public to the private contributions?—That must very much depend upon the cost of the building. The grant is limited in this way,—it is made at a certain rate per square foot in the school-room, and it must also not exceed the voluntary contributions. Now, the rate at which it is awarded per square foot, namely, 4*s.* if labour and materials are cheap, if there happens to be a very shrewd and good man of business in connexion with the building, and if the cost of the site is not excessive, will usually pay about half the cost of the building; in that case, therefore, the Government grant would be equal to the voluntary subscriptions; but as a rule, taking into account the kind of way that

a building of this sort is looked after, the grant does not equal the amount of the voluntary subscriptions; the voluntary subscriptions exceed the amount of the Government grant. Under very good management indeed, and where there are no special circumstances for extra expense, the Government grant and an equal amount of voluntary subscriptions would build the school.

47. Are you able to state what proportion, upon the average, the Government grant bears to private contributions for building?—I can state this account for the year 1858. In that year, the Government grant amounted to 151,214*l.* 19*s.* 2*d.*, and the voluntary subscriptions to 232,967*l.* 18*s.* 3*d.*; the voluntary contributions being in something like the proportion of 23, and the Government grant of 15.

48. Does the proportion vary according to the locality of the school; that is to say, whether it is in a town or in a rural district?—No.

49. (*Mr. Senior.*) I suppose rich contributors may be found in a poor district?—As long as the grant is limited to so much per square foot, whatever the promoters indulge in beyond the minimum, they have to pay for; the rate per square foot will not pay for more than half the cost of a substantial building put up under good management; the greater cost of a more ornate building would have to be paid for by the promoters of it.

50. And that must be the case principally in rich districts, of course?—Yes.

51. (*Chairman.*) The difficulties of promoting education are, of course, greater in some districts than in others. Have attempts been made to render the assistance given proportional to those difficulties?—Yes.

52. With what results?—The Order in Council of 1839 offers larger grants for building schools in very poor and populous districts than in others, and the Minute for Capitation in 1853 was in the first instance intended to apply only to the poorer and smaller rural parishes; the building grants also, in 1853, were increased in their proportion to voluntary subscriptions with reference to the same parishes. Those are some of the instances in which the Committee has endeavoured to adapt its system of grants to the varying difficulty of supporting education in different localities.

53. (*Mr. Senior.*) What would be the definition or the test of a poor district?—I have never seen a satisfactory one.

54. What do you think of taking the proportion of the rateable property to the population?—I do not think that my opinion on that question would derive any value from my own official experience; but my impression would be that, in very many parts of the country, rateable value would scarcely represent the means of a district. In many of the manufacturing parts of Lancashire and the West Riding, for instance, the population would be very large in comparison to the rateable property, whereas, really, the difficulties of supporting education in such a district would not be so great as in some others.

55. But take agricultural districts. If you take the population of England and Wales at 20,000,000, and the rateable property at 80,000,000*l.*, that would be about 4*l.* per head. In such a parish as Kensington, I should suppose that probably the rateable property is about 300,000*l.* a year and the population perhaps about 30,000, that would give you 10*l.* a head. I should call that a very rich parish. On the other hand, I can suppose other parishes in which the rateable property does not exceed 2,000*l.* a year, and the population may be 1,000; such a parish I should call a poor parish. Anything decidedly below the proportion of 4*l.* of rateable property per head, I should be in-

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clined to call generally, and in the agricultural districts certainly, a poor parish; and much above it a rich parish?—I do not think that the test would in all cases apply.

56. (*Sir J. Coleridge.*) The rating, I think, is not universally the same in its application to all sorts of property; personal property is not rateable at all, and as far as it is to be made a test of the wealth or poverty of a district, some mineral property is not rateable?—That is so.

57. (*Chairman.*) As you state that you show this additional favour to poor districts, what test of poverty do you apply?—The Order in Council of 1839 applies only to building grants; it has very rarely been acted upon, and the application of it is strictly discretional. There are some populations about which there can hardly be a question, populations which have been assembled by some manufacture which has deserted the quarter. Districts like Bethnal Green, and those occupied by the Irish population in the western seaports, have had exceptional grants. The Irish are brought over into those parts of the country in swarms, because their labour is extremely cheap. There is very often no person connected with them, excepting the priest, above the rank of a labouring man or a little huckster. Exceptional grants have been made for schools in Liverpool and in Glasgow. Beyond cases of that kind, which absolutely tell their own story, the Order has never been applied in any general way. With regard to the increased rates which were offered in 1853, a more positive test was laid down by the Minute; the parish or town was not to exceed a population of 5,000, and it was not to have a municipal constitution. If it exceeded 5,000, or if it had a municipal constitution, then the increased rate offered under the original Minute of 1853 did not apply, and those facts were ascertained absolutely, yes or no, from the census table. It was ascertained, this parish has more than 5,000, this has not; this is municipal, this is not; and according as one or other of those facts appeared, so the Minute was applied or not. While I am upon that subject, I may state that this rigid definition entirely broke down, it was quite impossible to maintain it. With a parish of 4,800 next door to a parish of 5,000, it was quite impossible to maintain those distinctions, and the consequence was, that the increased rate of 1853, both for building and for maintenance, was extended to the whole country.

58. (*Mr. G. Smith.*) What you have been saying applies only to the building grant, I apprehend?—What I have been saying of 1853 applies both to the capitation grant and to the building grant.

59. But with those exceptions, no special evidence is required of the need in a district receiving aid?—No. The conditions of aid are the same for one district as for another.

60. (*Mr. Senior.*) The capitation grant is now universal?—Yes.

61. (*Chairman.*) Then are we to understand that although in consequence of your experience you have abandoned any special test of poverty in a district, you still maintain a distinction between poorer and richer districts as regards the amount of your contributions, but that now, dispensing with rigid rules, you exercise discretion in those cases?—No. I should state it in this way—that the whole of the grants for every purpose whatever are made on absolutely rigid rules with regard to their amount; and that the only existing exception to that statement is such effect as still continues to be given to the Order in Council of 1839 with regard to the building of schools in those places which are poor and populous.

62. (*Mr. Senior.*) But scarcely any effect is given to that Order?—Very rarely.

63. (*Mr. G. Smith.*) You mean by rigid rules as to amount, a proportion of voluntary contribution in money ?—Yes, whenever the strict proportion enters into the condition of the grant. I have stated that, with regard to the pupil-teachers, it is not a specific proportion beyond such as is implied in the maintenance of the school.

64. (*Rev. W. C. Lake.*) Did not you say with regard to the capitation grant that any attempts to lay down a test of poverty, as applicable to particular districts, broke down also ?—Yes. The capitation grant and the increased rate for building, which formed part of the Minute for 1853, were confined, in the first instance, to country parishes and to towns under 5,000 and not municipally represented. But both had afterwards to be extended to the whole country.

65. (*Rev. W. Rogers.*) In the building do you not take into consideration the expense of site in a town; would you not give more in the case of a very expensive site ?—Not unless it was a case which was entitled to consideration under the Order in Council of 1839.

66. (*Mr. G. Smith.*) In case of a change of circumstances in any parish receiving aid, could any account be taken of that change of circumstances under the existing system ? Suppose, for example, a rise of wages enabling parents to pay better for their own children, could any account be taken of that change under the existing system ? Would it be possible to give less, upon receiving evidence that there was less need?—No, not for the maintenance of schools, not for building either, I should say, under any existing minutes.

67. (*Sir J. Coleridge.*) Supposing the change was the other way, it would be possible, but would it be legal, to give more ?—No ; understanding "legal" to mean "consistent with the rules of administration "established by the Minutes."

68. (*Mr. Miall.*) Is it not the case that that which determines the general amount of aid rendered by the Privy Council to Education in the country is altogether beyond the control of the Privy Council. Is there a sufficient discretion lodged in the Committee of the Privy Council to control their own expenditure, or is the amount of expenditure year by year necessarily determined by rules and circumstances over which they have no control ?—The only control possible must be exercised in the framing of their Minutes; they frame certain conditions, having regard in those conditions, as far as they can judge *à priori*, to the needs of the country. Having laid down those conditions in a Minute, the Minute constitutes a general offer, and those who fulfil those conditions may afterwards claim the grant. If it should be found that the conditions are inexpedient the Committee does not undertake to vary those conditions as between locality A. and locality B. ; but their Lordships must, if they make any change at all, alter their Minute which constitutes the general offer.

69. But so long as the terms of the offer are complied with, the Privy Council Committee would feel bound to give their aid ?—Yes.

70. (*Rev. W. C. Lake.*) How can it be said that practically the Privy Council have acted upon the spirit of the Minute of 1839, which seemed to hold out advantages to poor and populous parishes, if in very few cases those advantages have been afforded ?—The only grants now in force to which that Order in Council relates are for buildings, and, as far as building goes, in extremely exceptional cases an increased grant is made.

71. (*Chairman.*) Are we to infer from the answers which you have given upon this point that the necessities of the poorest assisted districts practically regulate the amount of the grants to all ; that is to say, that you grant to all schools the same amount as is required by

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the poorest?—It would be true, I think, to say that, the rate of aid being fixed, there is no further distinction as to whether a school has more or less difficulty in complying with the conditions on which that aid is offered. For instance, since 1853 there has been a capitation grant,—before 1853 there was no capitation grant; a great many of the schools which now receive the capitation grant were existing in 1853 without it. It may be said, therefore, that the schools which have been called into existence since 1853 now regulate the general rate of aid, inasmuch as the schools which were in existence before 1853, attained their position with a lower rate of aid, but now share in a higher rate, which, had they alone been in question, might have been withheld.

72. It is, therefore, the fact that you adopted the system of capitation grants in consequence of the poverty of certain schools?—Yes.

73. And that, having adopted it, you are obliged to apply it to all; and that you therefore give capitation grants to schools which would be perfectly capable of continuing their operations without them?—To some such schools, most certainly.

74. (*Sir J. Coleridge.*) Suppose a district very poor, but making all reasonable exertions in the way of contributions, and yet unable to come up to the condition required by the Privy Council, such a district would receive no help at all, would it?—No. Supposing that the grant required 15*l.* to be raised from a parish, and a deputation came up and said, "We have raised 10*l.*, we can raise no more, and it is not "reasonable to ask the other 5*l.* from us," the Committee could not deal with that case. They must simply say, "The rule requires 15*l.*" If they wished to deal with that class of cases, they would have to alter the rule, and say that they would be satisfied with 10*l.*

75. You would say that it was upon the assumption that you had fixed a reasonable minimum?—Yes.

76. But in point of fact, is it so? Are there not districts quite unable to meet the requirements of the Privy Council, and consequently receiving no help? It is very commonly said that it is so?—I do not know how to define such inability; I believe that you would find among the districts which obtain help, instances fulfilling every condition of difficulty which is pleaded in localities which do not obtain it.

77. What I have mentioned is not an uncommon case in a part of the country which I am familiar with, where a vast number of the proprietors are non-resident; the occupiers are rack-renters, with rather small holdings, and really have not the means of giving very much out of their own pockets, and the non-residents do not contribute?—I should say that it would be impossible to administer a large public fund of nearly a million, upon the terms that in parish A. where the proprietor resides and does his duty, you will not make a grant; and in the next parish B., where he does not reside and where he fails in his duty, you will make a grant.

78. (*Mr. Senior.*) Could that case be called a case of inability? It is inability on the part of the occupier, and unwillingness on the part of the landlord; the landlord and the occupier together forming the parish?—It is not a simple case of inability.

79. (*Mr. G. Smith.*) Is a distinction made between need arising from an unwillingness on the part of the proprietors and need arising from inability? For example, is a distinction made between the case of a parish consisting entirely of poor and small proprietors and the case of a parish owned by a large proprietor who is unwilling to contribute?—No.

80. (*Sir J. Coleridge.*) If the condition is not performed, from whatever cause, the grant is not made?—That is so.

81. (*Chairman.*) The operations of the Committee of Council have been greatly extended, have they not, since their first institution?—Yes, very greatly.

82. Has that extension, speaking generally, been effected by the adoption of the original grants by an increasing number of schools, or has it been by such alterations in the grants which were originally made as have enabled a larger number of schools to accept them?—I should say that it has generally been caused in this way; a considerable number of schools avail themselves of the rate in aid in force for the time being; after that has been in operation for some considerable period, so as to get known throughout the country, then the class of schools which finds a difficulty in complying with the terms of those grants makes itself felt, and its plea, such as it may be, has to be considered. I should say that, generally speaking, the extension has been caused by the wish to include some new class of schools not yet receiving aid. For instance, up to 1853 there was a certain rate of building grant; there was no capitation grant; pupil-teachers and certificated teachers were offered. Then there was a large class of schools which it was found, after a certain time, was not getting this aid; they said, "We cannot get it; what can be done to admit us?" It is on such considerations that successive Minutes have usually been adopted by the Committee of Council.

83. (*Sir J. Coleridge.*) The immediate agent which has brought in a larger number of schools has been the modification of the terms?—Yes, after a certain period of working at the old rates.

84. (*Chairman.*) The meshes of the net have been reduced when the net would no longer embrace any more of the original size?—Yes.

85. (*Mr. Senior.*) And also, I suppose, the number of schools which would be entitled to assistance under the previous rules has been constantly increasing, has it not?—Yes; there has never been a time at which any one Minute has come to a standstill, so that no more schools were applying to have aid under it. There has been a constant increase in the number of schools receiving aid under all the Minutes; but it has from time to time been thought that while a certain number was finding its way in, other classes were not doing so in due proportion. Then the question has arisen whether or not any modification could be made with reference to those other classes of schools.

86. (*Rev. W. C. Lake.*) Are the periods of such extensions sufficiently distinct to enable you to enumerate them?—Yes. In 1839 the Committee of Council made grants for building schools; in 1846 they extended their grants to the maintenance of schools; in 1847 they extended their grants to books; in 1853 they raised the rate for building, and introduced the capitation grants. Each of those changes marks an important epoch in the operations of the Committee of Council.

87. (*Chairman.*) Has it been found practicable to keep up a distinction between the rate of aid afforded to different classes of schools, according to the ease or the difficulty of the circumstances in which they are placed?—I should say, decidedly not.

88. So that the aid afforded to the first class embraced by the Committee of Council cannot now be distinguished from that afforded to those embraced in the last?—It can no longer be distinguished.

89. I think you have already stated, in answer to questions which were put to you with regard to building grants, that the terms upon

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which the grants are made have been altered several times since 1839? —Yes.

90. In each successive alteration, have the Committee of Council always recognized a maximum rate, and a maximum amount of grant? —Not a maximum amount of grant in the sense that the Committee would never grant more than a certain sum to a school under any circumstances whatever, but a maximum amount of grant in relation to the accommodation afforded by the school. For instance, in building some extremely large schools in London or in Liverpool, the grant might possibly amount, we will say, to 2,000*l.* The Committee have never laid down such a rule as that the grant shall not amount, under any circumstances, to 2,100*l.*; but they have said, "If a school be "built with a certain amount of accommodation, according to plans "which have been approved by our architect, we will then grant at "the rate of so much per square foot of its area as long as you raise an "equal sum." There has been a maximum as to the rate of aid, but not an absolute maximum as to the amount of any given grant.

91. (*Mr. Senior.*) There has been a maximum as to the ratio?—A maximum as to the ratio.

92. (*Chairman.*) Is that ratio so much to all schools—to large schools as well as to small schools?—I think that it adapts itself roughly in this way; that, as far as the building goes, a small school costs more, in proportion, to build than a large one; for instance, the cost of building per head for 50 children is more than the cost per head for 200 children. But the small schools are wanted mainly in the thinly-peopled part of the country where land is worth comparatively little—where it is almost always given gratuitously; the large schools are wanted in towns where land is worth so much that it is rarely given gratuitously, and very often has to be purchased at the market price. In that manner there is a rough adjustment between the two, which I do not think in the main makes the ratio very unequal for town and country.

93. How came the existing rate and amount to be adopted?—I think that it was fixed in 1853 upon the principle that it represented on the most economical scale about half of the cost; I am speaking of building now.

94. What is the principle of the rule that the subscriptions, by which building grants are earned, must be local?—The great majority of schools, which have been built with aid by the Committee of Council, are projected, in the first instance, by one person, or very few persons who take an interest in the question. If it were not for the rule, those persons might collect their subscriptions from personal friends at a distance. A school might in this way be built, and then, if the clergyman, or other resident who has got it up, quitted the parish, no one might be found to feel any responsibility in its maintenance; it would be said, or might be said, "These are injudicious buildings; the "site is a bad one; we never were consulted about this school." The object of requiring local subscriptions was, that the project of calling the school into existence might be thoroughly well canvassed in the locality, and that those who were giving their money might supervise the choice of site, and the nature of the buildings, as well as be likely afterwards to feel responsibility for maintaining the school.

95. Has this rule any application to large towns?—It was laid down, in the first instance, that the local subscriptions should be raised from the parish in which the school was situated; that form of the rule had to be modified with regard to denominations which are not organized parochially, but exist only congregationally, and also with regard to large towns; the modification which was introduced was, that the sub-

scriptions should either be within the parish or within a radius of four miles of the site.

96. You stated that the original object of the rule was to secure a guarantee for private exertions, corresponding to the public grant; has the public, as regards the schools in these large towns, any such guarantee? — I should say, not quite to the same extent as in the country, for this reason, that people do not in towns know one another to the same extent as in the country; but in the towns it has an effect as far as the circumstances of a town permit the same sort of mutual acquaintance to exist. For instance, where a school is to be built in a given district, the persons who attend the district church or chapel are themselves generally resident in that same district, or at any rate close to it, and they will be among the subscribers to the school; or if there is a proprietor who owns a great deal of building property in the neighbourhood, and if he gives a large subscription for the school, you have in that way a guarantee for his taking an interest in it afterwards; but as far as publicity goes, and as regards everyone who subscribes to the school knowing all about it, that, I think, in the nature of the case, exists in the country more than it can do in the towns.

97. (*Mr. Senior.*) Is there any fear of a school in a town being abandoned?—There have been many instances in dense and poor neighbourhoods (I could not say many in regard to the total number of instances, but a sufficient number to require notice) where one clergyman has created a school, perhaps making wonderful sacrifices himself for it, and his successor has either been unwilling or unable to continue those sacrifices, and the school has either been closed, or has lapsed into a state of very great inefficiency.

98. (*Sir J. Coleridge.*) That must happen, I suppose, principally in the country; one clergyman being zealous and another not so, makes all the difference?—It happens everywhere.

99. (*Chairman.*) Do you consider the existing rate and amount of aid afforded by the building grants to be, upon the whole, a reasonable one? —It would be very difficult, I think, to answer that question, except in extremely general terms. If the object be to encourage the rapid building of schools, I should say that it was a reasonable one, all things taken into consideration.

100. Has it not lately been reduced?—A modification has been introduced into it which in some cases, no doubt, will have the effect of considerably reducing it. The rate of aid by the Minute of 1853 was that if the school premises included a residence for the teacher, 6*s.* per square foot should be granted, and that if they did not include a residence for the teacher, 4*s.* per square foot should be granted.

101. (*Mr. Senior.*) Per square foot for the accommodation of scholars? —Yes. It was found that in some of the very large schools that allowance gave a disproportionately large grant, and it was found that with regard to some of the smaller schools it did not correspond to the extra expense of a teacher's residence; that in point of fact the promoters of a large school could build a teacher's residence wholly out of the grant at that rate of aid, while a small school might get less than half the cost of a residence; and, therefore, the rate of aid was modified to this extent, that the school-room and the residence were considered separately; one rate of aid being granted for the school-room, namely, 4*s.* per square foot, and a sum not exceeding 100*l.* for the teacher's residence, the whole grant being subject to a condition that it must not exceed one-half of the total cost.

102. (*Chairman.*) Then the reduction of the rate has regard to the teacher's residence only, and not to to the school?—That is so. It

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was found that 2*s.* per square foot allowed on the school-room on account of the teacher's residence was too much for that consideration in large schools, and was too little in small schools, and to avoid that inconvenience, the school-room, big or little, had one uniform rate of aid, and the residence one uniform rate of aid.

103. (*Mr. Senior.*) What is the aid for the residence?—£100.

104. One sum?—One sum of 100*l.*

105. (*Rev. W. Rogers.*) Is not that a discouragement to building large schools?—The old rate of aid was an encouragement to build unduly large ones.

106. (*Sir J. Coleridge.*) That is to say, the 6*s.*?—Yes.

107. (*Chairman.*) Are we to infer, from some of the answers which you have given to previous questions, that you would consider any mode of increasing this rate in favour of very poor districts as impracticable?—I can only refer to the experience of the past, that the increased rate of 1853, which was intended for one part of the country, had to be extended to the whole of it.

108. (*Mr. Senior.*) The difficulty arises, that if you draw a line there is something just beyond it?—Partly from that circumstance, and partly, I think, from the nature of central administration. If public money is to be had, no one likes to obtain less of it than his neighbours, and if it is understood that there exists any more liberal rate, whatever can be done by means of application, and deputation, and pressure of every sort, is tried, and in that way the more liberal rate spreads to cases for which it was never meant. I think that a department which has to administer a fund of this kind requires for its own protection a rigid rule; it is one of the incidents, I think, of having to administer a central fund of this kind.

109. That rule cannot, you think, be made dependent in any way upon poverty?—I should say that whatever conditions it was dependent upon must be capable of being ascertained as absolute facts. I have not sufficiently considered the question of rating to say whether there are any tests of that nature which might be laid down for proof of poverty, but a general discretion, I feel certain, would enlarge and enlarge.

110. (*Mr. Miall.*) Do you employ any means, by way of inspection or otherwise, of ascertaining whether the results with regard to buildings for which you give money have been produced; whether, where you give money for a building grant, for example, that building is put up in accordance with the terms which you usually demand?—A statement of the stages through which an application of that kind goes, would perhaps answer the question best. The promoters satisfy the Committee of Council that the circumstances of the population require a school; they satisfy the Committee of Council that they have a good title to the land, and they submit for approval the draft of their trust deed, as well as their plans, estimates, and specifications. When all those particulars have been approved by the Committee, the Committee state what grant they will award. When the promoters are in a condition to claim payment they sign a very stringent certificate, stating that the buildings have been completed according to the approved plans and specifications, and that their deed has been executed, which they send up to be seen, lodging a copy of it with the Committee of Council; they also lodge their sealed plans, estimates, and specifications. That certificate is required to be signed by the building committee of the school, and by a certain number of the acting managers, and by an architect or builder who has not been the

contractor. After payment of the grant the school is placed upon the inspector's list, and as it falls within his tour of inspection he visits it.

111. After the building of the school is completed, do you do anything in the way of repairs?—For the actual repair, or making good what was originally part of the building, no; that is understood to be incident to the annual current expenditure of the school. But supposing that a school, which has had a building grant some years back, requires fittings of an improved kind; or supposing that an increase in the number of scholars requires an extension of the buildings; or supposing a school which has not got a teacher's residence wants one—where something new is to be called into existence, there a grant would be made.

112. (*Mr. Senior.*) The grant is made for additions and not for repairs?—Yes, that is the principle.

113. (*Sir J. Coleridge.*) Would there be the same condition as to the proportion?—Henceforth, absolutely the same condition of not exceeding one half. Previously, grants were made for improved fittings at the rate of two-thirds of the cost, because it was considered, some ten or twelve years ago, a great object to encourage the adoption of better internal arrangements. The old arrangement of desks along the wall, and of open classes in the centre of the rooms, was found very inconvenient when large numbers of children had to be organized for school work. But henceforth, now that organization is better understood than it used to be, and people are pretty much agreed as to the kind of furniture which they will put in schools, that grant is reduced to the same rate as the others, and is now one-half.

114. Additions of course would be the subject of grant?—Additions are treated exactly as new schools, to the extent to which they are additions.

115. (*Rev. W. C. Lake.*) Are the changes which you have specified the only changes which have taken place in money grants for buildings?—The only recent changes.

116. I refer to all the changes which have taken place from the beginning of the system?—Originally, I think, in 1839, the rate was that for every 10*s.* given by the Committee of Council one scholar should be educated. Then a subsequent rate was to grant 20*s.* for every six square feet if there was a teacher's residence, and 15*s.* for every six square feet if there was not a teacher's residence. Then that rate was found to be open to very great inconvenience; six square feet was not enough for the accommodation of each single scholar, and the mode of assessment conveyed an erroneous idea; the same rate was, therefore, stated in this way,—2*s.* 6*d.* per square foot if there was a residence, and 20*d.* per square foot if there was not a residence. That was the rate of aid in force up to 1853, when the rate of 6*s.* and 4*s.* came to be introduced; and now from 1859 it is 4*s.* for the schoolroom, and 100*l.* for the residence.

117. Have you proceeded on a gradually reducing or on an increasing scale?—Rather on an increasing scale.

118. Up to a certain point, and then they have gone downwards; the last grant has been a reduction, has it not?—The last grant has been a reduction for very large schools; an increase for very small ones.

119. But up to the grant previous to the last it has been gradually ascending?—It has been an ascending scale.

120. (*Mr. G. Smith.*) Is the rule very rigid as to the plan of the school and the fittings?—There are three principal types of plans and fittings, one of which, for want of a better name, may be called the Battersea plan, the long narrow school; there is one of the British and

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Foreign School Society; and there is one, which is a modification of the other two, adopted by the Wesleyans. With certain small divergences, you may say that every plan approved by the Committee of Council is required to conform to one or other of those types.

121. But the applicants are allowed their option between the three? —The applicants would be allowed their option between the three, with this reserve; that supposing the promoters of a Church of England school said, "We wish to fit it up upon the type of British schools," we should probably represent to them that the teachers who have not been trained by the British and Foreign School Society will not be familiar with this particular organization of a school. Supposing they still said, "We prefer this arrangement," and showed reasonable *primâ facie* grounds, the Committee would grant it, and in the same way with the others.

122. Have those types been observed from the commencement, or has any change been made?—They have grown out of practice; they were very little indeed observed in the commencement; in fact they did not exist; they have developed themselves in the course of the business of the Committee of Council.

123. Are means taken to ascertain and adopt any improvements in the structure of schools which private invention may have produced?—Yes.

124. (*Rev. W. C. Lake.*) Is discretion left to the Committee of Council as to giving a better apparatus to a school?—I understand the question to mean, discretion in the rate of aid. In this sense, no.

125. It is on a fixed definite rule?—Yes; it is given or not given.

126. (*Mr. G. Smith.*) Have the improvements adopted generally been of private invention, or have they been suggested by the officers of the Committee of Council?—I should say that to a very great extent they have been observed by the inspectors, and have been suggested in their reports.

127. They have been observed in schools?—Yes, and have been improved and modified by experience.

128. (*Sir J. Coleridge.*) You are dependent, I suppose, upon the inspectors' reports for knowing whether these things are done in the country?—Yes.

129. Are there not some conditions which are quite stringent, for instance, as to a stone floor or wooden floor?—At present the rule exists in this form, that if there is not a wooden floor the inspector, before annual aid is given to the school, is required expressly to report that no inconvenience results from it; that it is warm and dry. For a considerable period a wooden floor was absolutely required, but that rule was found not to be sufficiently supported by opinion in various parts of the country. It was found that it excluded schools from aid, and that in fact, whether it was a good or bad one in itself, the harm which it was occasioning in preventing schools from receiving aid was greater than the benefit. Boarded floors are absolutely required in the plans of new schools to be built with the aid of a grant.

130. (*Mr. G. Smith.*) Can you state how long these three types have been adhered to; you say that they were not adopted at first, but that they have grown up in practice?—I should say that they have been pretty well settled for the last six or seven years.

131. (*Chairman.*) Are the grants which are made of pupil-teachers earned by money subscriptions or by personal exertions?—The managers must provide a school of a given quality before pupil-teachers are admitted into it. If there was not a reasonably efficient school, as reported by the inspector, pupil-teachers would be withheld.

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132. (*Rev. W. C. Lake.*) In all cases where pupil-teachers are allowed is not there a further demand that the schools should be supplied with certain apparatus which requires a money outlay, such as books and school furniture?—These are the original conditions relating to a school in which pupil-teachers are to be apprenticed:—"That the "master or mistress of the school is competent to conduct the apprentice "through the course of instruction to be acquired; that the school "is well furnished and well supplied with books and apparatus; that it "is divided into classes, and that the instruction is skilful; that it is "graduated according to the age of the children, and the time they "have been at school, so as to show that equal care has been bestowed "on each class; that the discipline is mild and firm, and conducive "to good order; that there is a fair prospect that the salary of the "master and mistress and the ordinary expenses of the school will "be provided for during the period of apprenticeship."

133. Are those requirements as to apparatus made in the case of a capitation grant?—They are not exactly the same.

134. Virtually is not more expenditure required in order to obtain pupil-teachers than is required to obtain a capitation grant?—I will read this extract from a part of the instructions to the inspectors, on the capitation grant:—"It is the object of this Minute to improve "that class of schools which has hitherto failed to obtain a share in "the benefits offered by the Minutes of 1846." (Those are the Minutes relating to pupil-teachers). "It might be their Lordships' "duty to refuse assistance, under the Minute of the 2nd of April 1853," (that is the capitation Minute,) "no less than under the Minutes "of 1846, to a school, until it had been placed in more suitable "premises, and better supplied with furniture, apparatus, and books. "In all cases, however, where defects of this description are not "either injurious to the health of the scholars, or necessarily fatal to "all improvement and progress, my Lords will be disposed to look for "amelioration from the grant of assistance, and from the influence of "your inspection, rather than as a condition precedent to such aid."

135. Then in point of fact, the requirements to obtain the capitation grant are much less strict than the requirements to obtain pupil-teachers?—To this extent; if there was a reasonably good teacher in the school, the capitation grant would be extended to the school for one year, on the engagement of the managers that they would set right, before the next year, such particular points as were complained of. With regard to the admission of pupil-teachers, the rule would be somewhat more stringent.

136. Would a school with very defective apparatus be allowed to receive the capitation grant; and would that same school be refused the pupil-teacher grant on the ground of the defective apparatus?—I certainly think that a case might occur in which the school would be allowed the capitation grant, and not pupil-teachers. Where a school comes for the first time under inspection, the main thing which is looked to with regard to pupil-teachers is, whether there is a teacher competent to instruct them in a given course. If there is such a teacher, and if the managers engage to make good the rest, and there seems no *primâ facie* reason to distrust their engagements, pupil-teachers, as well as capitation, would be granted; but the capitation might perhaps be granted in cases where the pupil-teachers might be refused.

137. (*Sir J. Coleridge.*) It is not necessary, is it, in order to have a pupil-teacher, that the master should be either certificated or

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registered?—He must either be so, or engage to become so, in order to have pupil-teachers.

138. The words are "competent to instruct"?—Yes, that was in the original Minutes of 1846, and in 1853 it was interpreted to mean either certificated or registered.

139. Interpreted by a rule or by decision only?—Interpreted by a rule which has been uniformly acted upon; a rule which has been published in the Minutes, and made the condition of other grants.

140. Supposing a master undertaking to procure a certificate or a register fails in the examination, having a pupil-teacher, what becomes of that pupil-teacher; is the allowance discontinued?—That would very much depend upon the circumstances of the case. If a pupil-teacher was now apprenticed to such a master it would always be on the distinct condition that he was to become certificated or registered; if he failed to become so, the school inspector's report upon him, and the actual exercise that he performed at the last examination, would be looked at, and it would be matter of discretion to say whether the pupil-teacher should be continued under his charge or not till he could try again. But supposing that it was a master to whom a pupil-teacher had, in former time, been apprenticed without such a condition, the question would only arise as to apprenticing another pupil-teacher to him; the existing pupil-teacher would not be discontinued. At present before a pupil-teacher is admitted to apprenticeship with a master uncertificated or unregistered, it is expressly stipulated that the master shall become certificated or registered, or shall be succeeded by a master who is so.

141. (*Mr. Senior.*) What is the precise difference between a certificate and a register?—It is this: In the Minutes of 1846 a certain augmentation of salary was offered to those teachers who were certificated, and they obtained their certificate by passing a certain examination. With regard to the pupil-teachers, it was stated to be enough if the teacher was competent; and for some years that competency was merely certified by the inspector when he went to the school, with or without an examination at his discretion. It was then found that teachers moved from one district to another, and inspectors changed from one district to another; one inspector might form a very different opinion of a schoolmaster from what another had done, and it was thought desirable to bring the competency of the master to some sort of single test, as far as examination was concerned, similar to that for a certificate; the registration examination was introduced as being once for all the trial as to whether or not, *qua* attainments, the teacher was competent.

142. (*Sir J. Coleridge.*) Registration is, in fact, acquired by a less formal education, is it not? It supposes the cases of a man or woman who had been teaching before the new rules were introduced?—Yes, they are passed according to a lower standard of examination.

143. (*Mr. Senior.*) That does not give them a title to any increase of salary?—Not to augmentation, but if they have pupil-teachers they have the benefit of the gratuity.

144. A registered master then is a master who is registered as competent?—Hardly so; both certificated and registered masters are entered in the books of the Committee of Council as competent, but the one in virtue of his certificate is entitled to a certain augmentation of his salary; the other may have pupil-teachers, but is not entitled to an augmentation of his salary.

145. (*Sir J. Coleridge.*) Where is the examination conducted for masters seeking registration; at the training colleges?—At the

training colleges, but they are allowed to confine themselves to certain of the papers which are given.

146. That applies as well to mistresses as to masters, I believe?—It does.

147. (*Rev. W. C. Lake.*) Are there no other grounds upon which masters can receive assistance from the Privy Council except by being certificated or registered?—No.

148. By the inspector giving a very good report of the school, can the master, without being a registered master, receive any assistance from the Privy Council?—No.

149. (*Rev. W. Rogers.*) I suppose that in the examination the state of his school is taken very much into consideration in determining whether he shall be registered or not?—Yes.

150. (*Sir J. Coleridge.*) How is that to be ascertained?—It would be reckoned as so much in marks; the inspector's report upon the school would be looked to at the same time that the candidate's examination was looked to.

151. (*Rev. W. C. Lake.*) Is the examination solely on paper, or is it *vivâ voce*?—The examination which he passes is solely on paper.

152. (*Sir J. Coleridge.*) If the examination of a master is conducted at the training college, those who examine him have not the opportunity of seeing him teach or conduct a school, have they?—When the marks of each teacher have to be added up for his certificate, a certain portion is allowed for his skill as a teacher, and in the case of a registered master, the reports of the inspector upon his school would be looked to for that evidence, and those marks would be added to his total.

153. (*Mr. Senior.*) And with a certificated master also?—Yes; but supposing that he gets his certificate as a student in the training school, he has to teach for half an hour before two inspectors, who take their own notes and put him through any sort of trial which they like; and all those notes of his teaching are sent up to the Council Office, and when his written examination is also passed, they are added to the marks of his papers.

154. (*Sir J. Coleridge.*) Do you say that the period of teaching in a school before the inspectors is half an hour?—Yes; I am talking of students in the training colleges. If a teacher came forward to be examined for registration, when the marks given for his examination papers were added up, the reports which the inspector had made upon his skill would be referred to, and from those reports a number of marks would be added to those given for his papers. But the greater portion of the certificates are obtained now by young men and women who have been educated in the training schools. The inspector of training schools and the district inspector in which the training school is situated go there for a certain number of days in the course of each year, and they hear every student in that training school teach in the model school or practising school attached to the training school; the marks given for that teaching are then sent up to the Council Office.

155. What opportunity have the examiners who go there of seeing the young persons conduct a school; is it limited to half an hour?—Half an hour for each student.

156. Does that appear to you to be sufficient, considering that some persons may be more ready, and some slower and more embarrassed than others?—I should say that it is sufficient for forming a judgment, at any rate negatively, whether or not a given teacher is incompetent. After he arrives in his school as a certificated teacher he only

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gets the benefit of his certificate if it appears on the inspector's report that he has efficiently conducted his school; and during the first two years that he is acting as a certificated teacher he is considered to be only in a state of probation; he is not definitively rated as a certificated teacher until the end of the second year. The examination of the inspector at the training school goes chiefly to this point,—is he unfit to enter on this state of probation?

157. (*Rev. W. C. Lake.*) In case of a master seeking to become a registered master, what is the proportion of the marks given for his skill in school teaching, compared with the marks for his excellence in examination?—I speak subject to reference to the list, but my impression is that in the scale of marks, the highest mark for any paper is 60, and that the highest mark for teaching is 100.

158. Take all paper subjects together, what is the proportion which they would bear to the marks given for skill in teaching?—I could not answer that question without referring to the table. There are certain subjects, failure in which excludes the candidates from a certificate; it would be necessary of course to take that into account, otherwise I think that the lowest certificate is obtained by about 300 marks.

159. What would be the case in an examination for registration?—Supposing it to be the same as applies to a certificate, if 300 marks would obtain a certificate, and a teacher obtained the highest number of marks for teaching, then the teaching would be one-third of the whole, certainly not less than that.

160. (*Chairman.*) To return to the question of pupil-teachers, the grants for that purpose may, I suppose, be considered as a premium upon the excellence and efficiency of the school rather than as a recompence on the part of the public for any money contributions made by the promoters of that school?—I think I should rather state it in this way; that a school of a given efficiency will be made more efficient if it has this class of teachers; and the Government undertakes to provide this class of teachers, which is something which the school had not before. It is certainly not recompence, and perhaps, hardly premium; it is an addition to the efficiency of the school.

161. You do not in this case, as in the case of building, for instance, look to the amount of subscriptions which are provided by private individuals, but you do look to the present efficiency of the school before you confer the benefit of a pupil-teacher upon that school?—Yes.

162. Is the demand for the services of extra certificated teachers or pupil-teachers so great that they usually receive more than the minimum salary which is required by the Committee of Council?—The certificated teachers receive very much more than the minimum salary.

163. Is the reason which I have supposed the correct one?—Yes; I have no doubt that their salary is very much raised by the demand for them.

164. What is the minimum required by the Committee?—The minimum required by the Committee of Council would be 30*l.*, and a house for a master, and 20*l.* and a house for a mistress; and the actual salary which is received throughout the country would be certainly twice that for a master, and certainly twice that for a mistress; it would be at least that.

165. (*Sir J. Coleridge.*) Do not the colleges themselves exert some influence over their young people? They do not like to let them go out except upon higher salaries than the minimum?—I am not able to say how that may be. I imagine that the salaries would pretty much regulate themselves, independently of the authorities of the college.

166. Of course the young persons are free to go if they like to accept an offer when the salary amounts to the minimum?—Yes.

167. (*Mr. Senior.*) I suppose they may accept any offer they like?—Yes.

168. (*Sir J. Coleridge.*) What then is the meaning of the minimum?—They would not get the Government augmentation.

169. (*Chairman.*) Is there any considerable class of schools in which the services of such teachers cannot be obtained?—There is a very large class undoubtedly of small rural schools in which they are not obtained; but I should say that wherever there is a wish and a determination to use such means as are available for obtaining a certificated teacher it is possible to do it.

170. What are the means to which you refer?—I should say, in very small parishes, the building of schools in spots where the children from several parishes may attend them; the incessantly bringing the subject before the residents and proprietors of a parish; and I should say that wherever there is personal activity upon the question, it would be possible to raise the funds and fulfil the conditions on which certificated teachers and the Government grants, consequent upon obtaining certificated teachers, may be had; I should say that there is no impossibility in fulfilling those conditions.

171. Do you then mean that it is a mere question of money?—The question which was asked me was, whether there were any parts of the country in which these conditions could not be complied with in considerable classes of schools? I answer, no; because many of those schools which fulfil the conditions and obtain the grants, exhibit all those features which are pleaded by the schools which fail to fulfil the conditions and do not obtain the grants.

172. (*Sir J. Coleridge.*) Do you suppose that there are existing certificated teachers enough to put at the head of all the schools in the kingdom?—Certainly not.

173. If all the parishes were to do as you say, namely, to exert themselves properly and put themselves in a condition to ask for certificated teachers, could they have them?—No.

174. (*Chairman.*) Then there is a considerable class which cannot obtain them?—You must fix the time with regard to which that proposition is true. At this moment I should say, that for all those who are willing to make the necessary exertions, and for all those who, as a fact, are at this moment showing an active will, there is not a wholly inadequate supply of certificated teachers. If they were all to be taken with this wish together, and that instantly, undoubtedly then there is not a supply of teachers ready.

175. (*Sir J. Coleridge.*) Could the training colleges receive pupils enough to supply all the schools in the kingdom?—A calculation is made in the last report of the Committee of Council, at pages xxx to xxxiii, from which it appears that the training schools now in existence, giving a training of two years, might supply about 1,500 certificated teachers per annum, and that that supply would probably in about sixteen years constitute a corps of teachers sufficient for the instruction of such schools as would be wanted for the labouring classes throughout the country, and would go very nearly to keep up that supply, according to such statistics as exist upon the subject.

176. Then, according to the calculation, it would take about sixteen years, under the most favourable circumstances, to bring the supply up to nearly meeting the requirements of the country?—Yes, if the whole country determined to obtain that aid together.

177. Are you able to give us a notion of the proportion between

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existing schools provided and unprovided with certificated teachers?—Speaking in round numbers, the Registrar-General returns 45,000 schools for the poor throughout the country, and of that number 15,000, I think, are public schools, the other 30,000 being private adventure schools. The word "school" is there taken as one institution, it does not distinguish different departments; for instance, if there were a boys' school, a girls' school, and an infant school, each of 200 scholars, they would only be taken as one school. With the word "school," defined in this way, there are about 15,000 public schools. Now the number of certificated teachers at the end of 1858 was 5,888; so that probably of the public schools returned by the Registrar-General not less than one-third are under certificated teachers. That is the nearest approach which I can give to an answer.

178. And that is also upon the supposition that boys and girls are reckoned as one school?—Yes.

179. Even if the schools be not mixed schools, but separated schools of boys and girls?—Yes.

180. (*Chairman.*) Under one roof?—Under one set of managers, and almost always under one roof.

181. (*Mr. Senior.*) You can now supply about 1,500 certificated teachers per annum, who have gone through their training?—Yes.

182. What do you suppose is the average length of time that each teacher remains in that profession?—There are no accurate statistics upon that subject; the system has not been in operation long enough to form a trustworthy opinion. Such statistics as do exist are Prussian ones. I am not able to say how far they have been verified, and it is not quite clear whether they include females as well as males; they would seem to show that something under 4 per cent. per annum represents the number necessary to keep up a sufficient existing staff of teachers. But in all probability, in this country, the changes from one occupation to another would be very much more rapid than in Prussia. What with licences, and one thing and another, a man in Prussia cannot very easily change his occupation. In England, a schoolmaster is always a tolerably efficient clerk, and a schoolmistress is a good deal sought after as a wife; and under the action of those and similar draughts upon the profession, I imagine that the Prussian average is considerably below the English one.

183. Do you think that 20 years may be taken as the average; that a man remains in a school 20 years?—I have no sufficient means of answering the question.

184. Supposing that the average length of schoolmastership is 20 years, 1,500 a year would produce 30,000 masters; then you must allow for those who go out of the profession?—Yes. In the calculation in the report, it is assumed that if you take 3,000,000 of children, and 100 children per teacher, you want 30,000 teachers; if you take 5 per cent. per annum from this number, 1,500 teachers per annum will keep up the supply. That is a very rough estimate indeed.

185. And that supply you can now give?—Yes; at present that number is going to fill up the main body. We may assume that as this system of certificating has not been in operation much more than ten years, in the main, most of those who have entered into it are still there, and that the waste has not yet begun, or not to any considerable extent.

186. (*Mr. G. Smith.*) You think that generally speaking teachers do remain in the calling?—The men I think do; I have more doubt about the women.

187. (*Rev. W. Rogers.*) Have you not reduced the number of teachers with the idea that the certificated masters are increasing too much?—Undoubtedly, if the pupil-teachers were regarded as subject to the limit that no more should be engaged than were enough to supply certificated teachers afterwards, there would be no reason for extending the number of the pupil-teachers beyond the limit which it has now reached. But inasmuch as the pupil-teachers are part of the agency of carrying on schools, as well as for the supply of certificated teachers afterwards, the number will necessarily somewhat increase beyond its present average. If a kind of balance were struck, a somewhat smaller proportion of pupil-teachers should in future be granted, having regard to the fact that a much larger number of schools will be gradually obtaining them.

188. (*Rev. W. C. Lake.*) Is that on economical grounds?—Partly that, and partly with regard to the number which would be wanted for the future supply of schoolmasters; those two considerations together.

189. (*Mr. G. Smith.*) Have any means been taken to ascertain whether the masters and mistresses who have been trained with public money, remain in the calling generally or not; have any statistics been obtained on that subject?—Not at present.

190. Are any restrictions imposed upon the principals of training colleges with regard to training persons for other occupations than that of schoolmaster?—None beyond moral ones.

191. (*Sir J. Coleridge.*) Do not the training colleges generally keep an account of all those whom they send out?—Yes.

192. (*Mr. G. Smith.*) By "moral ones," do you mean that you would not find fault with the principal of a training college who gave a man trained there a testimonial for another calling than that of schoolmaster?—The Committee would find fault very strongly; but I mean that they have no power of doing more. Two instances occurred where students had been allowed to become competitors for civil appointments, the principal of the training school giving them certificates as a matter of course. In each of these cases an exceedingly strong remonstrance was made by the Committee of Council. And as regards that particular class of occupation, the Civil Service Commissioners do not now admit to it anyone who appears by his answers to have been either a pupil-teacher or a student, without referring to the Committee of Council as to whether they object; upon every such reference the candidate's antecedents would be looked to; and supposing that there was no reasonable ground why he should change his profession, and that he was not willing to repay the public grants which had been made for him, the Committee of Council would object. That rule has been so far efficacious; and I do not think that any of the trained students have appeared, subsequently to it, among the competitors for civil appointments.

193. But if the party applied for a situation as a clerk, there would be no such check?—No.

194. In that case how would the principal of a training college act, supposing a solicitor who wished to employ the teacher as a clerk said that he wanted a testimonial from the principal of the training college?—I think that he would generally remonstrate with the student who proposed to take the situation.

195. (*Rev. W. C. Lake.*) Do you know on what grounds the objection of the Committee of Privy Council was held valid by the Civil Service Commissioners? Are the rules of competition adopted by the Civil Service Commissioners of such a nature as to allow an objection of that kind?—The greater part of the patronage which is

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thrown open to competition belongs to the great revenue departments, of which the patronage passes through the Treasury to a considerable extent, and it has been settled between successive Lords President and the Secretaries to the Treasury that it should be considered a valid objection on the part of the Committee of Council to any competitor, that he had received public grants for training as a schoolmaster. The Civil Service Commissioners would probably discharge no other part in the matter than that of bringing the case before the Committee of Council. The candidate is always nominated in connexion with some specific department, and what steps should be taken for cancelling his nomination would then be an arrangement among the members of the Government.

196. (*Sir J. Coleridge.*) It is a sort of qualification previous to his being a candidate?—Yes.

197. (*Chairman.*) The Civil Service Commissioners can have no knowledge of themselves of the antecedents of those candidates?—Every candidate who applies for admission must answer a set of written questions as to what he has been before he comes there.

198. (*Rev. W. Rogers.*) The patronage secretary issues a paper to that effect, at the bottom of which there is printed that no pupil-teacher or trained student can go up without the permission of the Privy Council Office?—I believe he does.

199. (*Mr. Senior.*) You are aware, I suppose, that the computation of 3,000,000 children has been questioned?—Yes, all sorts of numbers are given.

200. On the ground that to make up those 3,000,000 it is supposed that all the children are in school for 12 years, and that if the children are not in school beyond four years the whole 3,000,000 would be educated, although only 1,000,000 for the time being are present in the schools?—I think all that can be stated in answer to that is, that the Registrar-General, after making every sort of deduction for children who would not be at school, and after taking the school age from 5 to 12, estimates that 1 in 6 in the population would represent the number which ought to be at school. 1 in 6 is very nearly 3,000,000. In 1851, on the day when the census was taken, the enumerators positively found in school, there and then, bodily, 1,700,000 children; and on the books of the schools the Registrar-General found somewhat upwards of 2,000,000 of children; so that, as an absolute ascertained fact, nearly ten years ago there were 1,700,000 children in school.

201. That takes in all the middle and higher classes, does it not?—No; I think it relates to schools for the poor only. The number of 3,000,000, I think, is an outside one.

202. (*Chairman.*) Could any plan be suggested by which schools, which are unable to obtain either certificated or registered teachers, might be enabled to obtain the grants for pupil-teachers?—I should say that the grants for pupil-teachers more than almost any others, require that the principal teacher should be a person of ascertained competence, not only as a sufficient school-keeper, but as an actual instructor in a specific career; because these pupil-teachers afterwards are to earn their living as schoolmasters, and if they are apprenticed under inefficient instructors, although they do a great deal of good to the school where they are, they themselves are suffering what really is a wrong, with regard to the profession which they will have to follow; I should say, that if any special form of aid be devised for schools not under registered or certificated teachers, it should not be in the appointment of pupil-teachers, but should be in some other form, if any.

203. (*Sir J. Coleridge.*) Would the state of the school itself upon a thorough inspection be a sufficient test?—I should say certainly not for apprenticing pupil-teachers.

204. Upon what ground?—Because the pupil-teachers have to be instructed in a prescribed course of subjects; that instruction is a matter very much apart from school-keeping; it is more like the office of a private tutor; the instruction which the master has to give to his apprentice is out of school; and with regard to that instruction I should myself say that you ought to have specific attainments of the master ascertained and recorded beyond doubt.

205. Then putting an extreme case, I understand you that a master might be perfectly competent to make his school all that could be desired, and yet not fit to have apprentices?—That must depend on what is understood by the term "all that could be desired."

206. That which should satisfy your inspectors; that you should have an excellent report from your inspectors?—I think it might be possible that a master in a small village school, who could reasonably well teach the children to read and write, and the first rules of arithmetic, would be perfectly unfit to have pupil-teachers entrusted to him.

207. Would such a school as that, if inspected, get a high report from the inspector?—It might get a high report from the inspector, as far as it went, and for what it did.

208. (*Chairman.*) By your present rules can no school obtain a pupil-teacher which has not a certificated or registered teacher?—No; but there is a modification of the rule to this extent, that if he be not already certificated or registered, he may be allowed a year's grace in order to become so.

209. Is that one of your printed rules, or only an unwritten rule by which you are guided in the grant of pupil-teachers?—The printed instructions which accompanied the Minute of 1853, interpreting it to the inspectors, stated that from that time forward the masters in schools receiving aid must either be certificated or registered, and it has been acted upon since that time.

210. (*Mr. Miall.*) Do you find that the employment of pupil-teachers in a school generally improves the education given to the other scholars?—Judging from the reports of the inspectors, I should say that it does.

211. Is the system at all unpopular amongst the parents of the children?—Supposing that the choice lay between two large schools, in one of which there was a master with monitors for the several classes, and in the other a master with pupil-teachers, I cannot conceive that any parent who was capable of appreciating the facts of a school, would hesitate; because pupil-teachers are almost always older than paid monitors, and are certainly more competent instructors. The school which I think is very often more popular with parents is some private adventure school, where the numbers are very much smaller, and where the instruction is very much more individual in its character.

212. (*Rev. W. C. Lake.*) Are there many complaints that the pupil-teachers do not behave with discretion to the children?—As a class, there were very many such complaints of the old monitors; you see them scattered all through the inspectors' reports. I have not the least doubt that those complaints to a certain extent would often be true, of young persons of the age of 13, and from that up to the age of 15; but beyond such complaints as are naturally to be inferred from the inexperience of persons at that age, I have never heard it brought

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forward as a complaint against the class that they were injudicious with children.

213. Do you think that small schools might be very efficiently managed with one person to teach without pupil-teachers, but that they are a *sine quâ non* for large schools?—For large schools, certainly; whatever the name be, some sort of hierarchy of teachers in a large school you must have. The master of a school like Mr. Rogers's could no more teach that school than a colonel with nobody under him could command a regiment. Whether they are assistants, or pupil-teachers, or be they what they may, in large schools you must have some sort of persons in authority under the master.

214. Of course, but pupil-teachers generally mean young boys of a certain age?—They mean persons from 13 to 18 years of age.

215. You might have paid under-masters?—If you can get them, it will be much better, no doubt. If you could have every assistant of the age of 18 in a school, undoubtedly he would be very much better than one of 13. It is a question of pay.

216. (*Mr. Senior.*) A small school is not allowed to have a pupil-teacher; there cannot be a pupil-teacher where they are under 40 scholars?—No.

217. (*Sir J. Coleridge.*) Is it considered at all a breach of any implied engagement of a pupil-teacher if, when his apprenticeship ends, he goes into another line of life?—No; it is always held out to him that at the end of his apprenticeship he is absolutely free.

218. Can you give us any idea of the proportion of pupil-teachers who go off to other professions; is it known at all?—I think the nearest approach is the following statement at page xxxii in the last report of the Committee of Council:—"Out of every 100 pupil-"teachers admitted, 12·68 per cent. are removed by death, failure of "health, failure in attainments, misconduct, and other causes, during "their apprenticeship; 87·32 per cent. successfully complete their "apprenticeship; and 76·02 per cent. become candidates for Queen's "scholarships." The number of those who obtain Queen's scholarships would of course depend upon the vacancies which there might be. Hitherto the training colleges have been rather ahead of the supply of pupil-teachers, and the consequence has been that every pupil-teacher who has not absolutely failed in the qualification has been pretty sure of getting a Queen's scholarship. The number of pupil-teachers is now increasing, and the competition henceforth for Queen's scholarships will become a more real one.

219. You say that the five years' apprenticeship ends generally at the age of 18; is that the ordinary age for going to the training college?—Yes.

220. And then two years is the general term at the training college?—Yes; the certificated masters, I should think, have generally completed or are on the point of completing their 21st year when they begin; they are, perhaps, a little over 13 when they are first apprenticed.

221. (*Chairman.*) Will you be good enough to state what is the nature, and what was the origin of the capitation grant?—In 1853 it was determined to make some effort to extend and improve the education of the country beyond what had been previously done, and the Government of that day introduced an Education Bill, which related to those parts of the country that had municipal organization, and for them provided a machinery of rates in aid of schools. With regard to those parts of the country which were not included in the Bill, the Minutes of 1853 were framed, and the capitation grant (I am speaking

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now not exactly from official information, but rather from what I observed at the time,) appeared to me to be intended to stand with reference to the non-municipal parts of the country in the same relation that the rate stood to the municipal parts.

222. (*Rev. W. C. Lake.*) Was a rating system in contemplation for the towns?—Yes.

223. And the capitation grant related to the country?—Yes.

224. (*Sir J. Coleridge.*) Would that have been that the towns should, by their own local contributions, maintain their own schools, and that the country should receive grants out of the consolidated fund?—Not quite so, I think; but the measure never came to maturity, and therefore many of the parts of it remained obscure; it appeared to be intended that the whole machinery of the Committee of Council, as it had existed up to 1853, should continue in operation, and that with regard to the municipal parts of the country, they should rate themselves for what further was wanted in respect to education; but that with regard to the rural and non-municipal parts of the country there should be a grant from the parliamentary fund. I imagine that if that project had ever reached a further stage, the question which you have now put would have arisen very strongly.

225. (*Chairman.*) Am I to infer that upon the failure of that bill the system of capitation grants was introduced by the Committee of Council?—The bill failed; the system of capitation grants was allowed to stand with reference to those parts of the country which were originally included in it, and afterwards it was extended to the whole country.

226. Did it only apply to the rural districts when it commenced?—When it commenced it applied to those parts of the country where the parish or town had fewer than 5,000 inhabitants, and was non-municipal; those were the parts of the country originally contemplated by the Capitation Minute.

227. And when was it extended to other parts?—On the 26th of January 1856.

228. Was it extended in consequence of an application from parts of the country which had hitherto been excluded, or was it adopted by the Committee of the Privy Council on account of their experience of its working in those parts in which it had been adopted?—I should say,—but of course I have not the means of stating wholly what the motives might be with respect to it,—that it was adopted as a means of further extending education. It appeared to be a matter of extreme difficulty to legislate upon the subject. This was a means of affording further assistance to schools, and, upon that general sort of view, the extension was made. Undoubtedly cases of this sort were repeatedly brought before the Committee of Council—that in a rural district there were no greater difficulties in the establishment and maintenance of a school than in this or that dense locality in the poorer portions of a town; cases of that sort were in very great numbers brought before the Committee, and by the conditions of the old Minute were excluded from capitation.

229. What is the *modus operandi*? Does a capitation grant originate by an application from the school, or by a representation of the inspector, or in what other manner?—Almost every grant begins in this way: some one writes up from a parish to say, "We have got a school "here under such and such circumstances; what aid can we get?" In answer to that a printed form of questions is sent down requiring certain particulars regarding the school, whom it belongs to, who manage it, what its tenure is, what buildings it has got, its income and expenditure; and then winding up at the end by saying, "Do you

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"want a grant for books? Do you want a grant for a certificated "teacher? if you do, what is his name? Do you want a grant for "pupil-teachers, and if so, how many children have you got in the "school? Do you want a capitation grant?" They answer "Yes," or "No," or as the case may require, to all these particulars, and upon that, suitable instructions are sent to them. That is the commencement of almost every application for grant in aid. It originates from some one on the spot who has more or less information that aid is to be had from the Government, and writes to the Committee of Council about it.

230. What proportion of schools under inspection by the Privy Council have availed themselves of the capitation grant?—In the year 1858, 3,513 schools received capitation, and during that same year the inspectors visited 6,641 schools. I cannot say at this moment how many schools are liable to inspection, but the inspected schools and those which received capitation in 1858, afford the foregoing proportions.

231. (*Sir J. Coleridge.*) Do you make a distinction between "inspected" and "liable to be inspected"?—I imagine that now there are a considerable number of schools liable to inspection which do not get visited every year. The schools which must be inspected are those which have applied for annual grants. Of schools which have had grants for books, or which have only had grants for buildings, there are always a certain number which, perhaps, do not get inspected above once in two years. The number of inspectors is kept up chiefly with reference to the number of schools for the time being in receipt of annual grants,—not wholly so, but in the main so.

232. (*Chairman.*) Have there been successive changes in the terms upon which the capitation grants have been conferred upon schools, in the same way as there have been with reference to building grants?—There was the extension of the capitation grant to the whole of the country, which is the same thing that happened with regard to building grants; and in the first instance schoolmasters were required in certain cases where schoolmistresses have since been accepted. For instance, every parish which had above 600 in population, and obtained a capitation grant, was required to have a school under a master; that condition has been relaxed, and it may now be under a mistress, if the applicants prefer it.

233. Are those the only changes which have taken place?—Those are the only two which I can recal at this moment.

234. (*Sir J. Coleridge.*) Has the condition of the days of attendance been at all modified?—It was a little modified at the time when the Minute was launched. Originally the attendance was to be 192 days, but the Committee of Council agreed that 16 of those days might be accounted for, not in the way of actual attendance, but by days on which the managers were satisfied with the cause of absence; that they should not be mere truant days, but that it should be sufficient if there had been 192 days accounted for, viz., 176 of actual attendance and 16 of absence on approved cause.

235. There must now be 176 days of actual attendance?—There must, and the managers have to sign a certificate that they are satisfied with the cause of absence on 16 more days.

236. Then sickness beyond that, for example, would not do?—No child who has failed to attend 176 days within the year ending at the date fixed for the inspector's visit obtains the grant.

237. (*Chairman.*) Has the allowance per head always remained the same?—Yes.

238. (*Rev. W. C. Lake.*) Was one of the original causes of capita-

tion grants a wish to relieve schools then in connexion with the Privy Council which were known to be suffering distress?—Yes.

239. It was in fact intended to relieve a great number of schools from bankruptcy?—Yes; I think that it entered into consideration at the time, that the state of a great many of the schools was one of extreme difficulty and of distress, and that some further fund of a tolerably assured character was necessary. With regard to the municipal parts of the country, the idea was to provide that fund by legislation and local rates, and with regard to the rest to provide it by a Minute.

240. Was it felt that too great a call had been made upon individual exertions, and that they had been too much strained?—Partly that, and partly I think that such exertions as had been made in a part of the country were not likely to be made at that tension over the whole of it; that it was necessary, in order to extend the system proportionately to the demand for education, to give a somewhat increased facility of maintaining it.

241. Besides that, was it felt, with regard to the exertions already made, that they could not be supported at the same rate as that at which they had been kept up, without some such aid from Government as the capitation grant supplied?—The only positive information which I could give in answer to that question would be what I have repeatedly heard as to the sacrifices which individuals were making.

242. I think you expressed an opinion that the capitation grant had saved several schools from bankruptcy?—I cannot at this moment recal to mind the name of any given school which would have become bankrupt but for the capitation grant; but very many schools which must either have been closed or have continued in a very inefficient state have been improved by the capitation grant. I have no doubt of that.

243. (*Mr. Miall.*) Practically it amounts to this, that a large number of schools under the Privy Council system were started by an extra effort made by individuals in the neighbourhood with a view to obtain the assistance of Government for, perhaps, the building fund, and likewise for annual maintenance, and that they found themselves unable to continue their extra exertions, and then the capitation fund was devised for the purpose of meeting that want?—I do not think that that would be an inadequate representation of some of the motives which suggested the grant.

244. I rather wanted to get out the facts than the motives. The system, as it has been worked, has tended rather to excite extra activity in many parishes, which cannot last for any considerable duration of time, and accordingly some system has to be devised afterwards in order to meet and supply the subsidence of that extra activity. The capitation grant is somewhat of a grant for that purpose?—I should have said that the capitation grant was introduced on considerations very much of this kind; not so much with reference to the state of those schools which were already obtaining grants from the Committee of Council, as with regard to those schools which were not as yet obtaining grants from the Committee of Council. No doubt the state of the first schools, to a certain extent, entered into consideration, and the very great sacrifices which individuals were making for the support of those schools; but the main consideration which I think was then before the Government was, that something was wanted which should quicken the extension of education over the country. I do not think that the Committee had upon its hands any such pressing mass of schools which were already in receipt of aid, but were failing, as alone would have induced them to introduce such a measure.

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think that it was part of a plan for the general extension of the education of the country.

245. Then was the object of the Privy Council in giving this capitation grant or devising this measure to improve the existing means of education in places where it did exist, or to encourage the setting up of schools where it did not exist,—was it the improvement of education or simply the extension of the machinery of education which was sought to be met by the capitation grant?—I should say both; but chiefly the extension.

246. (*Rev. W. C. Lake.*) It was the introduction of an entirely new principle into the operations of the Privy Council?—It was.

247. (*Chairman.*) Are you able to state what was the amount paid under the head of capitation grants in the last year?—Yes; for the year ending 31st December 1858, 49,522*l.* 13*s.* 7*d.*

248. Is it rapidly increasing year by year; are you able to state what it was in the previous year?—The amount paid in 1857 was 39,362*l.*

249. (*Sir J. Coleridge.*) Can you give us the amount in the year before?—I cannot now; but I can do so afterwards. I will furnish it from the beginning.

250. (*Chairman.*) You stated at the beginning of your examination that you considered one of the leading principles upon which the Committee of Council on Education have proceeded to be assistance to existing means of education. Do you consider that the capitation grant is in strict accordance with that principle?—I should say that it assists the existing means of education. The theory of the grant undoubtedly is that it will not displace any funds formerly existing for the support of education, but that it will be in addition to them.

251. Is not the capitation grant the only one of those given by the Committee which is not appropriated to specific objects?—Yes.

252. Can you explain the reason of that?—I can only explain it by reference to the motives which I suppose suggested the Minutes of 1853, that further funds were required, and conditions of less difficulty, in order to improve and extend education; and that the capitation grant was meant to be added to the general funds of the school at the disposal of the managers.

253. (*Sir J. Coleridge.*) It does not operate necessarily in augmentation of the salary?—No.

254. (*Mr. Senior.*) They may divert it to any purpose which they like?—Yes.

255. (*Sir J. Coleridge.*) Does it not usually, in fact, have the effect of augmenting the salary?—The managers, to a very considerable extent, pay it over to the master, no doubt.

256. So far as that is the case it is an extension of the means of education?—So far as it is paid over to the master, it is an addition to the augmentation grant.

257. (*Rev. W. Rogers.*) It may be taken as part of the salary of the master paid to the managers?—It may be taken to this extent, that if the managers of a school are unable to obtain the services of a certificated master, because they have not the requisite amount of voluntary subscriptions, they may then apply $\frac{7}{10}$ths of what they obtain as capitation grant towards the master's salary, and, raising the other $\frac{3}{10}$ths from voluntary subscriptions, may so fulfil the conditions.

258. (*Chairman.*) The grant is not secured by any conditions, is it?—There is a required number of days of attendance, and the funds of the school must show 14*s.* for boys, and 12*s.* for girls raised from other sources, and also the parent or natural guardian of the child must

pay a penny a week, and there must likewise be a certificated or registered teacher.

259. (*Mr. Senior.*) Then it does to a certain degree depend upon voluntary subscriptions?—Yes.

260. (*Chairman.*) There is a minimum payment, as I understand you, required from each parent?—Yes, the parent must pay a penny per child.

261. Does that appear in the Minutes?—Yes.

262. (*Mr. Senior.*) I suppose that the object of the capitation grant was to give, under certain circumstances, an augmentation of salary or an augmentation of provision, coupled with a motive for the regular attendance of the children?—Yes.

263. Nothing except the capitation grant in the slightest degree applies to the regular attendance of the children?—No.

264. (*Mr. Miall.*) As a matter of fact, can it be ascertained whether the capitation grant has generally augmented the salaries of the schoolmasters in schools where it has been received?—The following return could be prepared from documents in the hands of the Committee of Council,—the schools which have received capitation grants since the beginning, what was the average salary of the masters in each of those years, or the return might be made out in detail, school by school.

265. Besides the average salary, would you not require to know from what sources it had been granted?—I understood the question to be whether the salaries had been increased.

266. You stated, I think, a short time ago, that generally, and perhaps mainly, the object of the Minute of 1853, respecting capitation grants, was to extend the machinery of education; do you know how far it has had that effect,—that is to say, in causing new schools to be established where before they did not exist,—do you know of any parishes in which, through the inducement held out by the Minute of 1853, they have got up a school where they would have found it almost impossible to carry on a school but for that inducement?—I should answer quite without hesitation that such had been the case in a great number of instances; but in order to show it by facts it would be necessary to take a certain number of schools which are now receiving assistance, and to classify them under certain heads, when they began to receive it, how many received it before such and such a year, and how many subsequently. A table of that sort could be framed.

The witness withdrew.

Adjourned to To-morrow at 12 o'clock.

Thursday, 24th November 1859.

PRESENT:

The Right Hon. SIR JOHN COLERIDGE.
The Rev. WILLIAM CHARLES LAKE, M.A.
The Rev. WILLIAM ROGERS, M.A.
GOLDWIN SMITH, Esq., M.A.
NASSAU WILLIAM SENIOR, Esq., M.A.
EDWARD MIALL, Esq.

THE RIGHT HON. SIR JOHN COLERIDGE IN THE CHAIR.

R. R. W. Lingen, Esq.

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RALPH R. W. LINGEN, Esq., further examined.

267. (*Chairman.*) The Commission would be glad if you, at the end of your evidence, would draw up in detail any remarks in the way of a paper on the subject on which you have been examined, or on any one subject connected with them?—I will do so. There was one point in my evidence yesterday upon which I wish to add some remark. It occurred to me afterwards, that I had rather imperfectly answered one of the questions which was put to me. I think I was asked the question, whether since the introduction of the Capitation Minute there had been any modification of the original terms of the grant. I think I answered that the two modifications were, that in certain cases mistresses might be recognized where masters only had been recognized under the first Minute, and also that the days' attendance, which had at first been required to be 192, was afterwards allowed to be 176. But I think that I perhaps ought to have stated this, that the original Minute of 1853 bears date the 2nd of April, and was strictly contemporaneous with the Government bill of that session; that in the bill and in the original draft of the Minute, a certificated teacher was required to be in the school as the condition of any aid which might be given; that it also appeared in the preamble of the Minute that those schools were to have the benefit of it which were already admissible, or which should be admitted to the benefit of the Minutes of 1846; and it was also stated that the schools which it was an object to reach were those in the poorer and rural parts of the country. When the bill was dropped and the Minute only was proceeded with, it was felt that if the condition requiring a certificated teacher to be in the school, as a precedent condition to aid, was insisted upon, certainly no other schools would be reached by the Minute beyond those which were already receiving aid; and with a view of extending that Minute to the poorer schools in the rural and remote parts of the country, the condition requiring a certificated teacher was so far relaxed, as that a registered teacher was accepted for the purposes of capitation as well as a certificated teacher; and in all cases a capitation grant was offered for one year where a school was moderately and reasonably efficient, although there might be in that school neither a certificated teacher nor a registered teacher, but only an engagement of the managers that there should be one or other of such teachers in the school before the next capitation grant came to be paid. I omitted to mention that modification at the time, because the Minute was not really launched until August 1853, though it bore the date of April 1853. Those arrangements were made between April and August; and although it was a modification of the Minute as originally drawn, it did not occur to me at the time as a modification of the Minute as

originally put in practice; but I think that perhaps I ought to have stated it at the time, and I therefore add thus much to my answer. *R. R. W. Lingen, Esq.* 24 Nov. 1859.

268. The training colleges, I think, did not originally emanate from the Privy Council?—They were in existence before the Minutes were introduced by which aid is offered to them, that is to say, several of them were; several have come into existence since.

269. They proceed, in the first instance, from the exertions in the several dioceses in which they are?—Quite so.

270. The Commission are desirous of knowing your opinion how far the principle of assisting independent efforts has been maintained in respect of grants to the training colleges?—As far as the building of training colleges goes, I think that it has been completely maintained. The rule by which such grants are apportioned is this: every student for whom a dormitory is provided, is reckoned to entitle the promoters to a grant of 50*l.*; but the dormitory merely represents that all else which is necessary for that student's instruction and accommodation will be provided. That grant is limited, like all others, by the condition that it shall not exceed the amount which is raised by voluntary contribution; generally speaking, it has fallen considerably short of one half of the cost. As far as the building goes, therefore, I think that the principle has been completely maintained. With regard to the maintenance of those colleges, I think it is open to more question whether the principle has been completely maintained. The colleges are aided in this way:—A certain number of candidates, in the main pupil-teachers, are allowed to attend at those colleges as competitors in exactly the same way as young men with respect to Oxford or Cambridge would compete for open scholarships. The male pupils (I will speak of the female pupils presently) who succeed in that competition begin with an exhibition of 23*l.* per annum from the Government, which is paid for all expenses, whether of tuition or of maintenance, or even of sickness, on account of the exhibitioner to the college; besides that 23*l.* per annum, during his first year, if he passes his examination for admission with marked success, he may have a grant of 4*l.*, which is a sort of personal payment to himself for his books and his travelling expenses; and during the second year, if he continues in college, he may have a similar grant of 6*l.* Government, therefore, pays for each of those exhibitioners 23*l.* per annum, and for a part of them, a further average sum of 5*l.* The average per head in 1857 was 25*l.* 6*s.* 7*d.*; in 1858 it was 27*l.* 0*s.* 11*d.*; but this last average was exceptionally high, because certain changes of the time of examination in Scotland caused a considerable number of payments to fall within the year, which ordinarily would not have done so. The exhibitioners are called Queen's scholars. Besides this exhibition averaging (say) 25*l.*, there is, at the end of each year of residence, an examination of all those students in the college who have been resident in it throughout the year, whether they have been Government exhibitioners, or whether they have been students paying for themselves. The students are grouped in that examination into three classes, and according to the position which they hold in each of those classes, a certain further grant is made to the treasurer of the college. The exhibition is paid to the college as an appropriated grant to the individual student; it clears him of all college expenses. The further grant, which is paid upon the examination at the end of each year, is paid to the college for general purposes, and no appropriation is insisted upon; it merely goes towards the college expenses. The average grant for a male student at the end of the first or second year may be put down, I think, at about 16*l.* In that way, between what the student receives as his

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exhibition and what is paid for his examination, the Government defrays to the college certainly not less than 40*l.* per annum for every Queen's scholar who comes into the college, and who passes a medium examination at the end of each year. As far as the expenses of the different colleges have been examined, it is exceedingly difficult to arrive at a just average respecting them, because the expenses of a college which is not full are much heavier than the expenses of one which is quite full. Some colleges have a good deal to do, perhaps, in the extension of buildings, in which it is very difficult to separate what ought to go to capital from what ought to go to income; but, according to the best returns which we have obtained, we are led to think that from 48*l.* to 50*l.* per annum represents the entire cost of keeping and instructing a student who is in one of these colleges in training for a schoolmaster. So that if 50*l.* be an approach to a right estimate of what they cost, the Government, on a Queen's scholar who is completely successful, is certainly paying four-fifths of that sum. That state of things has not arisen from any original Minute, but has come on by degrees. In 1846 both these classes of grants were offered,—those for Queen's scholars, and those for the examination of the students; but as, in the first instance, persons who could be Queen's scholars must have been pupil-teachers, and as the apprenticeship extended for five years, from 1846 to 1851 there could be no Queen's scholars; and the only grants which were in operation during those periods were the grants payable for the examination of the students. In 1850, when it became necessary to consider the grants for Queen's scholars, as the first batch of pupil-teachers were coming to the end of their time, a Minute was passed to this effect,—that if a college could accommodate 100 students, 25 of that number might be Queen's scholars; and the college was left, with regard to the rest, to fill up its accommodation as it best could, either with students who could pay for themselves; or with students who might be paid for by their friends, or by exhibitions which might be attached to the college from private sources. One-fourth of the number might be filled up by Government exhibitioners, and the other three-fourths were to be filled up from private sources. That arrangement lasted from 1850-51 up to 1853. During the whole of that time very great complaints were made by all the principals and supporters of these colleges that they could not fill them—that they could not maintain them; that the students who came in as paying students were very frequently not the best adapted for their work; and that the system of training, in fact, could not be carried on with the amount of aid which was then extended to it. In 1853 the Committee of Council on those representations determined to remove the limit which had restrained the number of Queen's scholarships to 25 per cent. of the total number whom the college would accommodate; and they said, "As many "pupil-teachers at the end of their apprenticeship as you have room "for, and as choose to enter these colleges, may enter them as Queen's "scholars, that is to say, with public exhibitions, if they can pass the "prescribed examination." The consequence of that has been, with the growth of the number of pupil-teachers in the meantime, that at present I imagine there are very few inmates of these colleges who are not Queen's scholars, and certainly a very small proportion of those who are Queen's scholars fail in the examination at the end of the year; and the result of all these things put together is, that the Government, as I have said, is paying, I imagine, not less than four-fifths (it may somewhat vary in proportion—it certainly is paying very much more than half) of the total expense of maintaining those

training colleges. At this moment, out of 2,798 students in residence, only 443 are not Queen's scholars. I do not know what can be said for the maintenance of the original principle of not giving more than is contributed in money. These payments would seem to proceed rather on the principle of paying for results. If the individuals do not pass the examination at admission, they do not obtain Queen's scholarships, and if they do not pass the examination at the end, the college does not obtain grants—that guarantee is interposed—but the preliminary one of requiring an equal amount of contributions is certainly not in force with regard to these colleges.

271. When you said that each Queen's scholar in a training college cost the college about 50*l.*, did you mean to include in that sum his proportion of the general expenses of household and repairs, and so on, or simply those expenses which are personal to himself?—Everything which could properly come into yearly income. For instance, if the windows in a dormitory were broken, a repair of that sort ought to be charged against income; but if they had to build a dormitory, it properly would be charged to the capital account; everything that would appear in income the 50*l.* per student ought to pay.

272. (*Rev. W. Rogers.*) The 50*l.* does not include the 4*l.* and the 6*l.* to the student for his own personal expenses, does it?—No; he would cost the college 50*l.* over and above that.

273. (*Chairman.*) We are now upon, first, the gross expense to the college, and then the proportion which the Government contributes. I understood you to say that we might take it that the Government paid 40*l.* out of the 50*l.*?—Yes, I think that it would be quite correct to say so.

274. And to that, on the part of the Government, must be added the 4*l.* and the 6*l.*; is not that so?—I do not think that the Government payment, including the 4*l.* and the 6*l.*, would make up more than four-fifths of the cost per student to the college. Including the 6*l.* and the 4*l.*, I do not think that the Government pays above, say, 42*l.* per student. It is only a part (the most proficient) of the Queen's scholars who receive the payments of 4*l.* and 6*l.*

275. (*Rev. W. C. Lake.*) Up to 1851 did you find the subscriptions quite sufficient to pay for the non-Queen's scholars?—The colleges were not nearly full.

276. Did subscriptions fall off very much after the system of paying for as many Queen's scholars as could come up to a certain standard was introduced?—I think that the causes are rather these: before the Government Minutes were introduced, the Battersea training college was in existence, the Borough Road training college was in existence, St. Mark's College, Chelsea, was in existence, and one or two colleges in Scotland; but in the whole there was a very small proportion of colleges with regard to anything like a supply of teachers for the country. The few persons who were willing not only to undertake the office of teacher, but also to go through a training for it, probably were about enough to fill, or keep pretty well going, those original colleges; but after the Minutes of the Government appeared, and there was the prospect of a new body (the pupil-teachers) on which to draw for future schoolmasters, and when the promoters of education throughout the country saw these Queen's scholars coming forward; then there was a very large increase indeed in the number of training colleges, and that original body of persons who both were willing to be trained and could either pay for themselves or find somebody to pay for them, certainly did not keep pace with the growth in the number of the colleges. I do not suppose that there was so

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much a falling off in that number as that it did not grow. The whole growth of the system was in another direction.

277. (*Mr. Senior.*) Is there any local advantage derived by the founders of a training college?—No, I think that a training college is essentially non-local.

278. Is there any local advantage derived by the establishment of a training college?—Every training college must have in connexion with it a school for the practice of the students; sometimes that school is specially built in connexion with the college; sometimes, if there is a good school in the neighbourhood, the managers of the college arrange with the managers of such a school that it shall be used as a practising school; but the school in connexion with the college may so far be set down as a benefit to the neighbourhood. Wherever there is a college there will be a school.

279. That is a very small benefit?—It is a small part of the total establishment and cost of a college.

280. What other advantage does the neighbourhood get from the erection of a training college?—None at all.

281. (*Chairman.*) What advantage does the diocese get?—The diocese, I think, only gets this advantage in distinction from the rest of the country, that a young man who had been trained, for instance, at Winchester, and who refused to take a reasonably good offer in Hampshire, and said that he preferred to take one in Northumberland, would be considered by the promoters of the college to have broken the terms of his engagement; but the diocese only gets the advantage of a sort of moral understanding, which I believe has been observed in most cases, that the individuals will take, at any rate, their first appointments in, and will consider their services in the first instance to be due to, the diocese in which they have been trained.

282. Practically, the larger proportion of the scholars would go naturally into their own part of the country?—Yes, I think so.

283. You said that the building grant, if I understood you rightly, was measured by so much a head for each dormitory?—Yes.

284. Do the Government make any stipulation as to the number of students that each college shall accommodate?—They require, before they promote a college at all, a very detailed statement of all the reasons and calculations on which the promoters are going to proceed, and the number of students which they propose to accommodate. I think that the limit has not gone beyond this, that the Committee have usually been unwilling to build a single college for more than 100, and that they would consider that in building for fewer than 40 the establishment charges would be somewhat disproportionately large.

285. Then the 40 is in the nature of a minimum?—It is.

286. Is it considered at all a breach of faith on the part of the managers of a college who have stipulated to find accommodation for 40, if they do in fact take 48 or 50, or any larger number, supposing always that they do not do it to the injury of the health of the students?—Supposing that this case came before the Committee of Council: "You made us a grant for 40 on our approved plans; we find that the "college will hold 50, will you make us a further grant?" That, I apprehend, would now be declined under all circumstances. At Cheltenham something of the sort was done. The original plans were found to contain rooms available for dormitories, and not needed for other purposes. But if no further grant were applied for, and the only point in question was, that 50 students were in a college supposed to have been built for 40, the Committee of Council would not interfere, unless the inspector reported that health was suffering.

287. You said that after having gone through the subject as to the males, you would state the distinction between them and the females regarding the expense?—The grants for females are in all respects two-thirds of those which are made for males; and the expense of a female student is about 40*l.*, whereas for a male it is 50*l.*; the actual proportion of Government payment in the one case and the other I do not apprehend to be very materially different.

288. Does the Government interfere at all in the choice of the principal or the other conductors of the institution?—Not beyond this; that from year to year the inspector of training schools, apart from the annual examination of the students by written exercises, goes to each college and passes something like a week in examining it from top to bottom; and supposing that he were to report strongly against any particular officer, the Committee could only then take this ground: "We do not think that under these circumstances we ought to continue "to make grants or to admit Queen's scholars;" but direct approval on admission or direct dismissal is not part of their power.

289. The inspectors of training colleges put the masters through their duties, do they not?—Yes, in every part of the college.

290. Does that extend even to the principal?—Mr. Cowie and Mr. Cook could answer that question; but my own impression is (I could not say it quite for certain) that so far as the principal takes part in the instruction, the inspector would see that, as he sees everything else in the college.

291. The inspection extends to the buildings and every part of the college?—Yes.

292. With a view to see whether it is properly ventilated and healthy, and properly fitted for its purpose?—Yes, every part of the college; and there is now a rather strict examination of the accounts.

293. Does the inspection extend also to the examination of the model school?—Yes; very particularly indeed.

294. Are the Queen's scholars all made to conduct classes in the presence of the inspector?—Yes; before they can obtain even conditional certificates, they must have taught in the presence both of the college inspector and of the district inspector a class for at least half-an-hour.

295. My question was whether it was a part of the duty of the training college inspector?—Yes, strictly.

296. (*Rev. W. C. Lake.*) Since the commencement of the present system, by which the Government contributes so largely, have the subscriptions fallen off more than might reasonably have been expected? has it had the effect of checking the local subscriptions?—I am now rather giving an opinion than speaking from facts; but my own impression is, that wherever there is not an absolute necessity, pressing and urgent, for subscriptions, they will always fall off; and that a college which is full of Queen's scholars, like Battersea, and where they all pass their examination afterwards, ought not to want subscriptions on the present terms of aid.

297. (*Mr. G. Smith.*) In the case of Battersea, then, the voluntary effort which maintained it before has been displaced by Government aid?—The Battersea college of to-day is in a very different position from the Battersea college of 20 years ago. If Battersea college now stood as one of only four or five colleges for the whole kingdom, as it did then, the charge would be perfectly true; but its relation is very much altered by the fact of there being so many other colleges. I rather doubt whether Battersea, deprived of Government aid, would now fill itself if the other colleges were receiving Government aid. I do not

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think that Battersea on private subscriptions could hold now the place which it did in 1839.

298. That is because the other colleges would be receiving Government aid?—Yes.

299. But it was in itself a good training college before Government aid was given?—Yes.

300. It was by voluntary effort a good training college?—Yes.

301. And that voluntary effort has now been displaced by Government aid in that case?—In that case it has. But I think that, in order to represent the whole facts of the case, this must be borne in mind, that Battersea, when it was originated, drew in the very first flight of the most earnest people who had begun to consider this question; it was really a college of missionaries, as you may say, for a certain time; it was what you never could count upon for a continuance.

302. (*Chairman.*) When you say that the local subscriptions to Battersea have been supplanted, if I may so say, by Government aid, is not it, in fact, in this way, that the number of other colleges subsisting have withdrawn from Battersea some of the support which it had before?—I meant this—that, supposing in 1839 there had been 30 people who were well qualified for training, and were able to pay for it, and that there were then five colleges to which they might have gone, but now 40; the same number of persons which, in 1839, would have given an average of six paying students per college, will not now furnish one paying student per college.

303. St. Mark's, I believe, was founded by the National Society?—Yes.

304. And originally was maintained almost entirely by grant from the National Society and the Government aid?—There is one small portion of the grants, it is a mere outlying part of the present Minutes, which really does not enter into the machinery of them, but in each estimate there is the sum of 2,250*l.* put down under the head of "annual subsidies in general support of training colleges." Of that sum 1,000*l.* per annum is paid to the National Society; 750*l.* to the British and Foreign School Society; and 500*l.* to the Education Committee of the General Assembly of the Church of Scotland. Those grants were made before 1846 to the only bodies who, at that time, had training colleges in existence, and they were not discontinued at 1846; they go on now. I believe that the National Society practically used to apply that 1,000*l.* a year in support of St. Mark's college, but the original terms of the grant, as far as they are recorded, were not that it was to be for St. Mark's college; it was generally in aid of the training colleges of the National Society.

305. But the contribution by the National Society very much exceeded 1,000*l.* a year to St. Mark's?—Very much, at the time the grant of 1,000*l.* was first allowed.

306. And has been gradually reduced?—Yes, I should suppose so.

307. How is it that you understand that St. Mark's goes on now with a diminished grant from the National Society? Is it reduced very considerably?—I should suppose so.

308. Is it because Government contributes more than it used to do?—Exactly so.

309. That is the way that you explain it?—Yes; I should explain it so.

310. (*Mr. G. Smith.*) Did not Chester training college exist before the introduction of the system of Government aid?—I am not able to say; I think not.

311. (*Mr. Senior.*) Can you at all estimate what would be the effect

on the existing training colleges of the withdrawal of the Government support? How many of them would be able to subsist?—Certainly not all. *R. R. W. Lingen, Esq.* 24 Nov. 1859.

312. What proportion do you think could subsist? Could one-half do so?—I could not give any opinion, because it is so entirely uncertain whether there would be an advance to support them or whether there would be none. My own impression is that less than half would be maintainable.

313. (*Chairman.*) You think that even taking the number of masters required at present, or if it were increased, local subscriptions would not be found to keep up a college for that purpose?—I hear on every hand that there is great difficulty in obtaining local support for these colleges; that, for instance, in every diocese the subscriptions to the training college are felt to be rather extra parochial matters, and that they proceed from comparatively few persons.

314. It is obvious that the case which they would present then would be very different from what they present now?—Just so; and I also think that this would have to be borne in mind, that supposing the Government continued to say, "We will limit the greater part of our "grants to those schools which are under certified masters, and the "certificate shall be founded on an examination according to the course "of study which is pursued in the training schools," there is no doubt that would have a considerable effect. But even with that allowance, my impression is, that the present number of colleges could not be maintained from purely voluntary sources.

315. Is there any average of what a lad is to pay, or his friends for him are to pay, to a college for being sent there? At the training college at Exeter it is 23*l.* a year?—I think that each college has a rule as to what shall be the payment on entrance. It is, I should think, in the female colleges rarely less than 16*l.*; and I think in some of the male colleges it is as high as 25*l.*

316. (*Mr. G. Smith.*) The Government did found one training college of its own, I think, viz., Kneller Hall?—Yes.

317. Can you refer us to an authentic account of the cost of the experiment?—Yes. In the Workhouse School Reports there is a detailed account both of its original cost and of its cost from year to year.

318. (*Mr. Miall.*) Homerton training college, I suppose, does not in any way come under your notice? You would not know any of the facts connected with it?—No.

319. You are aware, I suppose, that it does train a considerable number of schoolmasters, and is supported entirely upon the voluntary principle?—Yes, I am aware of that.

320. (*Rev. W. C. Lake.*) You said that the principle had been departed from of the payment by the Committee of the Privy Council of only a certain sum for the support of training colleges, but that it might be justified because you were paying for results. What did you mean by "paying for results?"—I meant that, if each student cost 50*l.* per annum, and if the Committee of Council was paying 40*l.* towards that cost, by an examination of each individual student for admission, and by an examination at the end of each year, the whole of that money was earned individually.

321. Is not that the only case in which the Committee of Privy Council professes to test results?—In that personal way I think it is the only instance.

322. Was it not the introduction of a somewhat different principle in

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the case of training colleges from what prevails in any other school or educational system?—Yes.

323. How would you justify the plan adopted by the Committee of Privy Council of testing results in training colleges when they do not do so in any other school?—I think there would be this distinction, that the examinations of the training colleges spread over a week, each student being examined upon at least ten papers. You have them all, as it were, in a barrack, under your hand, and you can conduct the examination in the most methodical and orderly manner; you can have all those papers sent up simultaneously for the most methodical revision and adding up of marks. With regard to elementary schools, a detailed examination of that kind by Her Majesty's inspectors would be almost impossible; at any rate, whether it would be impossible or not, that has been the distinction which has been drawn between the two.

324. You justify the practice in the case of training colleges, on the ground that there you can give a searching examination?—That you can give there a sufficient examination, whereas in other cases you cannot.

325. Do you think that in other cases, if you could give a searching examination, it might be desirable to test results, as well as in training colleges?—If you could give a searching examination individually, I should see no objection to it.

326. (*Chairman.*) Is it quite correct to say that the principle has been departed from in theory? Is it not, theoretically, still a part of the duty of the inspectors of schools? They may not find time to examine each child, but if they had time they would do it?—I think it would be quite true to say that an inspector is required to form his judgment of a school, as far as possible, from examining all the children that come under his notice; and his form of report provides a table in which he enters, under the head of "reading," for instance, in the first class, "So many children examined; and my general opinion of that "class is that it is pretty fair." Thus much is entered in a table; but, as actual matter of fact, I imagine that if he examined in a class three or four children, perhaps taken from different parts of it, it would be as much as he could do, if he was to go through an entire school of any considerable size.

327. Want of time prevents him from doing that part of his duty in thorough detail?—Yes.

328. But still if he had the opportunity it would be a part of his duty; it was originally contemplated in the inspection of the school, was it not?—I do not think that it ever was contemplated in the inspection of a school that necessarily, or even probably, the inspector would examine every single child in it, or even within certain classes every single child. The actual official judgment which the inspector ultimately pronounces is not "Out of 40 children whom I heard read, "30 did it well;" but he would perhaps say, "This is a good school for "reading." Supposing some one questioned it afterwards, he would say, "I founded my opinion upon this fact, that out of 40 children 30 "children read well."

329. That would be the evidence upon which he would arrive at the conclusion?—Yes.

330. But still the object would be to ascertain what the scholars were able to do, and he would draw the inference that the scholars could do that from examining a certain proportion of them?—I think that his report would go to rather more than the fact of what the scholars could actually do, because he is called upon to report upon a great many

circumstances besides that; for instance, the discipline of the school, and what sort of example the master gives; and I should think that an estimate of the probable efficiency of the school for the future always entered into the report. For instance, supposing the inspector came to the school when measles were raging in the village, or upon a very wet day, he would not make his report exclusively upon the facts which he then might have observed in the school, but still he would qualify his general judgment by such data as he might observe.

331. (*Mr. Senior.*) Is it not the fact that he forms his opinion by taking at hazard half a dozen out of each class, and examining them separately?—I should think that it is very often so. I have no doubt that almost every inspector has a different method of examining and testing a school.

332. (*Chairman.*) Upon the question of training colleges, have you an opinion as to their importance and utility in the education of the country?—Yes; I have a very strong opinion indeed upon that subject, as long as you regard the pupil-teachers as the class from which you are to draw your schoolmasters and schoolmistresses. It certainly is one feature of the present system that you take from the class of labourers and artizans, in the main, your future schoolmasters and schoolmistresses. During the time that the pupil-teachers are at the elementary school, they are living at home. Upon the admission of every pupil-teacher, the Committee of Council requires a certificate from the managers that the home is a respectable one, and that there is nothing there which would be likely to interfere with the training of the pupil-teacher; still in the main, by the time that the boy or girl has come to the age of 18, their domestic experience is simply that of a workman's house; they have often rough manners, and although they might in the school have learnt pretty well to teach mechanically, yet as moral and civilizing teachers they would be somewhat in the rough, and that part of their qualifications would have to be gained by a good deal of future contact with the world, and, probably, through a good many blunders. Now, during the two years that they are in a training college, they are brought into hourly contact with persons in a different class of society, and their habits during the time they are in such a college, with regard to behaviour at meals, personal cleanliness, attention to their rooms, and things of that sort, are very much improved beyond what they would be if they went into a school from being simply pupil-teachers; so that, taking the class from which they are drawn, and the age at which they begin to act, I think that, with regard to that particular class of candidates, the training school occupies a very important position.

333. (*Rev. W. C. Lake.*) You mean morally?—Morally as well as intellectually.

334. Do you think that the training colleges are somewhat overfilled, that is to say, that there are a considerable number of young men who are not quite up to the mark, who would be quite as good schoolmasters intellectually, without having been to a training college at all?—The result of such observation as I have been able to make would be this, that a man might get a very good certificate, certainly of the second class, if not of the first, if he had well mastered all that enters into the course of a pupil-teacher in the fifth year. What you want in the training colleges is, to put the pupil-teacher's course of instruction together and digest it. The pupil-teachers often enter the training college with a good deal of information, but in an exceedingly disjointed form. They have been working in the schools for five hours each day, and they have had an hour and a half to study, and the result of that

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is, that their own knowledge has been very little thought out or digested, and the great value of training colleges intellectually is not in extending what they have done, but in perfecting it.

335. My question rather referred to what we might call the least intellectual of the pupils. Do you think that it is the case that, intellectually, a fair number of the pupils would do as well as schoolmasters if they had been a much shorter time at a training college?—I should have said not, for this reason, that what they pre-eminently want is the method of what they know already. As regards the amount of information, many of the pupil-teachers on entering the college know enough, but they scarcely ever know it in that mode and form which would make them really good teachers.

336. (*Mr. G. Smith.*) Are they not carried far above the subjects which they are ever likely to teach; for instance, are they not taught Greek and Latin?—Those have been optional subjects. Greek is now absolutely excluded. Latin is included only in this way, that in certain colleges they prefer to make language the chief vehicle of instruction. In Scotland and at St. Mark's they use Latin for that purpose.

337. (*Rev. W. C. Lake.*) Is not St. Mark's singular in teaching Greek?—I think it is singular in the degree they rely upon language as a subject of study. Latin is an alternative subject in the official syllabus. In the first year a boy may choose between that and algebra.

338. (*Chairman.*) At St. Mark's the original course was three years, and not two?—Yes.

339. Do you know whether any distinction for better or for worse has been observed between the St. Mark's men and the masters from other colleges?—St. Mark's was always very remarkable indeed in this respect as a college, that one type was strongly impressed upon the men; it was a most powerful training which was brought to bear upon them; and I should imagine that that characteristic is less apparent now that there are two years of training, than when there were three.

340. (*Mr. G. Smith.*) Still, though Greek is now practically not learnt, and Latin is only an alternative subject, there are other subjects, such as higher mathematics and experimental science, which are far beyond what the pupil is likely ever to teach?—I think that the copy which you have there is not the syllabus now actually in use, and that those subjects occur only with regard to the third year, and were put in with reference to the few pupils who remained on to that year. It was found, the year before last, that so very few continued to the third year, that the list has been revised, and it now stands in this form, that those who are going on to the third year may select certain subjects of the second year, for which they will not have any mark given to them at all, unless they show real proficiency; but the special subjects added to the copy in your hands for the third year are now wholly excluded from the syllabus in use.

341. (*Chairman.*) Has it been observed in your experience that the masters proceeding from the training colleges are over educated, so as to interfere with their utility in teaching schools in country towns?—It has not come within my experience that they have been over educated for that work.

342. (*Mr. Senior.*) What has been your experience as to the mistresses? The complaint which I hear made is that the mistresses in training colleges know a good deal which they have not to teach, and are ignorant of a good deal which they ought to teach; that they are ignorant of household economy, sewing, and things of that kind, and know a good deal of geography and higher things, which, after all,

they have not to teach or to teach very much of?—Under the examination which is now in force they cannot very well be ignorant of sewing. They are set, as part of the examination, for four hours to sew and cut out; that work is given to professional needlewomen afterwards and is marked, and the marks enter very largely into the examination for a certificate. With regard to household work, the Committee has done what it could to encourage the teaching of it in training schools; but it has to be remembered that the students will not keep boarding schools afterwards in the country, but simply day schools; and the connexion of kitchens or of cooking of any sort with a day school in the country is a matter of extreme expense and of extreme difficulty, and, with very few exceptions, it is quite impossible to carry it on with an elementary school. The chief industrial teaching of household work which you want in the training colleges is such as shall make the schoolmistresses able to keep their own houses well, and set a good example themselves; but there is very little opportunity in the elementary schools for the poor as they are now maintained, nor could there be such an opportunity without a very much larger outlay upon them, for the teaching of domestic work to the children who attend. In occasional instances the managers of schools wish the schoolmistress to superintend a washhouse, which she perhaps is not competent to do. You would require a very different type of school for the female children of the poor from that which now exists, before it would be necessary to qualify every schoolmistress for the charge of a large laundry or kitchen; they would find, at present, that in the great majority of situations they were not called upon for work of that kind. The one thing which they have everywhere an opportunity to teach the poor is sewing, and I have been told repeatedly by the inspectors, who have given attention to the subject, that the modern schoolmistresses are much better needlewomen than the old ones, taking them as a class.

343. (*Chairman.*) The inspectors are all gentlemen who examine both the girls' schools as well as the boys' schools, are they not?—Yes.

344. Do they determine upon the capabilities of the children as to sewing?—I imagine that what generally happens is, that if an inspector does not feel himself competent to pronounce a judgment upon the sewing, he will take the opinion of the ladies present.

345. (*Rev. W. C. Lake.*) There is a ladies' committee?—There is a ladies' committee in almost every girls' school.

346. Which is required by the Minutes?—The trust deeds provide that there shall be a ladies' committee. I imagine that in a country place the committee would consist of the clergyman's or squire's wife who took an interest in the school. In the towns or in larger parishes, perhaps three or four ladies would form a committee, and take it in turns to look after the girls.

347. Do not the masters of some of the training schools for girls object that the course of study is too high, and have they not made strong representations to that effect?—There is a clergyman who has taken a great deal of interest in the Essex and Rochester school, the Rev. Mr. Menet, and who has a large training school for women at Bishops Stortford, who sent a memorial some time ago upon the subject; it was sent to Mr. Cook to consider when he prepared his next report to the Committee of Council, and it is now in his hands. I might mention with regard to the masters and mistresses, and the standard adopted for their examinations, that it is indispensable for a teacher to know more than the actual facts which he has to teach. Supposing you laid down the following standard: "No one shall have a certificate unless he "reads thoroughly well; unless he works arithmetic in an expert and

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"neat manner; and unless he writes a simple narrative in good Eng-"lish." If you rigidly enforced that test alone, plucking for the slightest failure in it, you would pluck far more than you do with a higher standard, and I say unhesitatingly that you would find that the only people who would be able, as a class, to satisfy a test of that sort would be those whose education had been carried very considerably further. The object of the somewhat more advanced education in these colleges has all along been to perfect what the master will have to do afterwards; the theory has never been that he would teach up to what he had been taught himself.

348. (*Mr. G. Smith.*) The theory is not one of a high mental culture for him, but of enabling him to do his work as a teacher?—That, undoubtedly, is the theory of it.

349. (*Chairman.*) I suppose you would say, that generally a teacher must always know more than that which he teaches?—I should say so.

350. (*Rev. W. C. Lake.*) Has the Committee of Council directed or modified the course of study in the training schools?—Only to this extent. From 1846 till 1854 the papers were framed, as far as could be managed, so as to include all the subjects which were taught in any of the colleges. In order to include what all the colleges taught, it was found that the examination papers extended to 16 or 17 different subjects, and that in spite of all warnings which could be given to the contrary, every student who saw a paper before him, if he knew the name of the subject, would make a shot at it, with the idea that he might get a few marks. The first effort to reduce the number of subjects was made by Canon Moseley, who got very careful returns from all the colleges of what they were teaching, and digested the whole into a syllabus, beyond which the Committee might refuse to examine, and within which certain subjects were to be alternative, so that a candidate professing one of them could not be examined in the other. The effort of the Committee of Council has been to restrict the field over which candidates might be examined; but the basis of the whole system has been taken from what was existing.

351. Otherwise, is the course of study left entirely to the drawing up of the manager and the school committee?—Of course there has been this sort of reaction, that the moment a digest had been drawn up by the Committee of Council, it became afterwards very rapidly the code of instruction which was followed in the colleges.

352. Has it been from time to time remodified?—Constantly; from year to year modifications have been made.

353. Then from year to year the Privy Council does modify the examination?—Yes; but invariably those modifications originate with the inspectors of training schools; they are in constant communication with the managers, and they report, "I find that the managers of all "the schools think that this subject should be substituted for that," or "that this should be omitted."

354. On what ground does the Committee of Council think it desirable to direct the course of education in the case of the training schools, when it does not do so in the case of any other educational institution?—I think very much for this reason: that in the case of the training schools it has undertaken to examine each individual candidate. Before this digest was made a candidate only knew that he would be examined (for instance) in geography. Then, however easy the questions might be, it was a much more formidable thing to be examined in geography than it is to be examined, with previous notice, on the British possessions in Asia in a much more detailed manner. The managers of the different colleges said, "We do not

"know what to teach our students on this principle; we may have "got them very carefully up in Asia, and your examination may "turn principally upon North America. In order that we may pre- "pare for this examination we must know what it is." The Committee of Council has always been under the necessity of holding one and the same examination for all the colleges. These colleges differ from one another denominationally, and in a great variety of other ways; and in order to be above the charge of partiality, there necessarily must be the same examination for the whole, or you would have complaints; and "Our college has had a much more difficult "examination than another college, which has a much larger grant "than we have." One set of papers must go through the whole of the colleges.

355. (*Chairman.*) None of these colleges are incorporated?—Not in the sense of having a royal charter, but the sites of them may be, and commonly are, vested in corporate trustees, with perpetual succession, by virtue of the School Sites Acts.

356. Upon the question of whether or not they would be likely to stand without Government aid, do you know whether any of them by trust deeds have received anything like endowments?—I think that some of them have, but I do not imagine to any very large amount.

357. The Exeter College I know has to some extent?—And St. Mark's has to some extent. In the last return made by Mr. Cowie the only college which returns anything under the head of "endowment" is Durham, which returns 23*l.* The returns also make mention of "Exhibitions founded by diocesan boards or other public bodies, not "including sums paid out of the funds of the training college." Under that head Carmarthen returns 45*l.*, Chester returns 162*l.* 10*s.*, and Highbury returns 10*l.* Then, as exhibitions founded by private patrons, Chester returns 12*l.* 10*s.*, Durham 4*l.*, Oxford 75*l.*, and Worcester 15*l.*; they are small sums.

358. (*Mr. Senior.*) Have you read a paper called a draft report "on "the proceedings of the Committee of Council on Education"?—I have.

359. Do you think the matters of fact in it generally correct?—There are corrections of detail which I could point out, but I am decidedly of opinion that in the main it is correct.

360. (*Chairman.*) It is now proposed to pass on to the administration of the affairs of the Committee of Privy Council itself; and first, I will ask you as to the formation of your estimate for the year. What is the mode and principle of it?—The estimate is divided into eleven different heads—building, books, pupil-teachers, capitation, augmentation (meaning the augmentation of certificated teachers' salaries), stipends to assistants, grants to training colleges, the annual subsidies in support of training colleges maintained by the National Society, the British and Foreign School Society, and the Church of Scotland.

361. (*Mr. Senior.*) That is the 2,000*l.* a year?—It is. Then come retiring pensions to certain old teachers; that is a very small grant.

362. £540, I think?—It is a few hundreds per annum.

363. (*Chairman.*) Are they old masters of elementary schools?—It is a Minute which has never had much effect given to it; but the principle of it is, that where a master has been in service for a certain number of years—and where the difficulty of appointing a competent successor is the disposal of this old master—the Committee there make certain small allowances to facilitate retirement. The last of the 11 heads is the establishment, including under that head both

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the office in London and the inspection. The formation of the estimates under each of those heads involves a good deal of detailed explanation. This general principle may be said to run through the whole of these estimates, that every Minute constitutes a general offer, and that it is impossible to know exactly beforehand how many persons may be willing to avail themselves of it. To apply that to the case of building—last year the estimate towards building schools was 150,000*l.* That was arrived at by considering how much had been actually spent for building in the past year, which had been 151,000*l.*—and by further considering how many outstanding liabilities might have to be met during the year—and what fresh claims might come in, and how many of them might proceed up to the point of payment within the next financial year. Taking all things into account, which would lead me into many figures if I were to go into the detail, 150,000*l.* was fixed upon as the probable sum which would actually issue from the Treasury for grants for buildings within the year.

364. The principle is, that in each case the estimate is the amount which it is probable, under all the circumstances, may be required from the public under that head?—Yes; some of the amounts can be ascertained with greater accuracy. The book grant would be ascertained in much the same manner as the building grant, viz., the experience of past years. The amount for pupil-teachers can be ascertained pretty closely, because there is a fixed sum payable to each pupil-teacher in each year, and it varies from year to year by 2*l.* 10*s.*, so that by reckoning how many pupil-teachers are serving respectively the first, second, third, fourth, and fifth years of their apprenticeship, it can be told pretty accurately how many will have to be paid within the next financial year. In the same way, with regard to the certificated masters, it can be known exactly how many of them conditionally entitled to such and such sums are employed in schools. The only margin to be allowed in that estimate is, that a certain number of fresh masters will come in during the course of the year, for whom some proportionate payment will have to be provided; that extra allowance more or less balances a certain number of payments which will be forfeited.

365. (*Mr. Miall.*) Would not that be the case as regards the pupil-teachers?—The pupil-teachers admitted in one year do not come on to receive their first payment till the next year. All these estimates have to be framed for the actual payments of each year.

366. You always know, when you form your estimate, the number who will receive money from your hands within the year?—Yes; we know the number who at that moment are conditionally entitled to receive money within the year.

367. (*Mr. Senior.*) The Minute is the offer, and the estimate is a guess, I suppose?—It is so to the extent that the Minute constitutes a general offer, and not an ascertained number of specific contracts.

368. (*Chairman.*) In point of fact, the amount of the grant is very much increased year by year?—Yes.

369. How do you get at the probability of that increase?—Perhaps I may answer that question by reading the following sentence, which is always printed for the information of the House of Commons: "Every time that a more liberal rate of aid is offered, not only does "the expenditure become greater upon the same number of applica- "tions, but more applications are made." For instance, as soon as ever the building grants had been raised from the rate of 2*s.* 6*d.*, to 6*s.*, and 20*d.*, to 4*s.*, it was no longer that difference upon the same number of cases, but for several years there was a much larger num-

ber of cases; and it is by looking to the nature of any Minute which has been introduced, and also to the experience of the payments during the past year that estimates are formed. Then, in the same way with regard to the training colleges, we can tell how many Queen's scholars are in them, and how many students are in them. With regard to the Queen's scholars, we can form a tolerably exact opinion of how much will have to be paid, and with regard to the others also, taking into account what the average number of failures have been on former examinations; there are tolerably good data for that part of the estimate.

370. (*Mr. Miall.*) In point of fact, do your estimate and your actual experience during the year usually correspond within a little?—In some grants very accurately indeed, in others they are apt very much to diverge. The building grants, the book grants, and the pupil-teachers' grants have generally been tolerably exact. In grants like those to the industrial schools, which have been several times altered, the expenditure and the estimate have often been considerably different.

371. (*Chairman.*) Sometimes there has been an excess and sometimes a deficiency?—Yes. In the earlier years there was a good deal of difference between the expenditure for capitation and the estimate. The Minute did not become generally known for a year or two, and that is the case with almost every new Minute, that for a year or two it is not thoroughly understood over the country.

372. (*Mr. Miall.*) Do you carry on your account; suppose, for example, you have a surplus at the end of the year, do you take notice of it when you form your estimate for the next year?—For the last two or three years we have had no surplus whatever; for several years before that we had considerable surpluses, and in those times we used to take the surplus into account. If there appeared a surplus at the end of the year we should take it into account.

373. In the estimate which you lay before the House of Commons, do you put down that you have so much in hand?—One of the great difficulties about these estimates is, that they have to be framed for the next, before the end of the current, year; they are usually framed in February or March. In one year, viz., 1857, we put down a probable surplus of 40,000*l.*; but on the 31st of March, owing to certain payments falling within that portion instead of just beyond it, the balance was only 21,000*l.*, and that threw the estimate of that year and of the next two or three years considerably wrong. Last year there had to be a sum voted of 75,000*l.* to make up the deficiencies, the over-estimated balance at the end of 1857, and excess of expenditure over estimate in 1858 and 1859.

374. (*Mr. G. Smith.*) The estimate, then, does not bear a very close relation to the expenditure?—No, not necessarily a very close one.

375. So that Parliament hardly knows from year to year what is expended?—No, that is not the case. There is always with the statement of the estimate a detailed statement on the same sheet of what the expenditure has been during the past year; for instance, last year it was not so very much wrong; in 1858–9 the estimate was 663,435*l.*, and the expenditure was 668,873*l.*, being 5,000*l.* in excess.

376. (*Chairman.*) Having gotten your money, an appropriation of it is made to these different heads?—Yes, a schedule accompanies each annual payment made to a school, stating who is to receive the several items making up the total issue.

377. Is there any distinction made in that respect between all the

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other heads and that of the capitation grant ?—The capitation grant is paid in one sum to the school treasurer without appropriation. This grant is more liable, I think, than any other, to diverge from the estimate ; it is not quite possible to tell how many schools, and how many scholars in each of them, may fulfil the conditions ; I can only guess it from the number of schools which will fall under inspection, and from the average number, in past years, of capitation scholars to the rest ; I have no data in the same sense that I have for the number of pupil-teachers and the number of certificated teachers.

378. (*Mr. G. Smith.*) Has any estimate been formed as to the ultimate expense of the system, supposing the offer is accepted universally by all schools ?—I think probably I may say that it now costs the nation somewhat under a pound a child, including not only the direct grants to each school, but also the cost of training teachers, of inspection, and of administration.

379. Has any estimate been formed of the entire cost, supposing the system to be universally carried out ?—Supposing that it now costs, speaking roughly, 1*l.* ahead, which is somewhat more than it does cost, and supposing that you ought to instruct 3,000,000 children, it would cost 3,000,000*l.* a year.

380. That is your estimate ; but, has any formal estimate been made for the Government or for Parliament of the expense ?—No.

381. (*Mr. Miall.*) None has been made by the Committee of Council ?—No. The estimate made at p. xxx. of the last report (1858-9) presented to Parliament does not profess to do more than open the question.

382. You would not, perhaps, know whether any estimate was made in 1846, when the system was introduced ?—I have heard of all kinds of estimates as to what the system would grow to, but no formal and official estimate such as would bind the Committee of Council, so far as I am aware, has ever been made.

383. (*Mr. Senior.*) Will you look at this paper (*handing a paper to the witness*). That is the census from the registrar-general. I am inclined to suppose that the principal education is of children between six and 12 years of age ; is not that so, namely, that there is not much real education before six and that not much is now given after 12 ?—There is a good deal of education before six in the infant schools now.

384. At what age then would you suppose that education begins? —Here is a table at page 5 in the last volume of Minutes, from which it appears that taking the year 1858, in the schools under inspection about five and a half per cent. of the scholars were under four years of age, seven per cent. were between four and five, and more than nine per cent. were between five and six ; under six years of age you have 21·70 per cent.

385. Then you must add to the 2,391,000 children between the ages of six and twelve, about 500,000 more?—Yes.

386. That would make about 2,900,000 ?—Yes.

387. Then you must take away from them, in the first place, those belonging to the higher and middling classes, who would not go to the schools of which we are speaking ; how many would you take for them ? —Anything that I could say under that head would be the sheerest guess, and really quite worthless. The only fact which I think you could go upon as a certainty in these calculations is, that on the 31st of March 1851 there were bodily present in day schools for the poor more than 1,700,000 children ; that is an absolute ascertained fact ; there they were.

388. I have been told that there are great doubts thrown upon that; that a good deal of attempt was made to get up children, and that that number very much exceeded the average attendance; what we want is the average attendance?—On the books of the same schools it would seem that there was a difference between the two. On the books of the same schools the Registrar-General found more than 2,000,000.

389. That takes in all the infant schools?—It takes in all day schools of all sorts for the poor.

390. Out of those how many do you suppose were private schools?—The registrar-general found 45,000 schools of some sort or other; and of those 30,000 were private schools, 15,000 were public schools.

391. The private schools were twice as numerous as the public?—Yes.

392. But they had not twice as many children there?—No; it was exactly the other way; 1,400,000 were in the public schools, and 700,000 were in the private schools, in round numbers.

393. Then 1,400,000 children require education at least, but from thence to 3,000,000 is a very large step. I find that the registrar-general supposes that the outside of the period of education of a labourer's child is about three years; so that of the children of the labouring classes there are not present in the school, between the ages of three and fifteen, more than one fourth?—Many of the private schools—I may refer to some which I have had an opportunity of seeing in the large towns of South Wales—are, for every purpose of education, the most nugatory thing in the world. The school of an old woman in a garret at the top of a court figures in the returns of the registrar-general for just as much as a private school preparing lads to become apprentice-shipwrights in a dockyard. I do not think that it would be at all a safe calculation to say that the whole of the 700,000 scholars were receiving such an education that there was no further need to consider their educational state.

394. Is it likely that the number in the public schools will very much increase, or are not the same causes which now keep children at private schools likely to keep them there hereafter?—The Registrar-General in his report, I think, reckoned that at least a million children who ought to be at school were not there.

395. (*Mr. Miall.*) Between the ages of five and twelve?—Yes.

396. (*Mr. Senior.*) That is supposing that every child went to school every day; but we know that the children do not and cannot attend every day during those seven years. The Registrar-General takes those who are present and considers those who are absent as uneducated?—I would suggest that the Registrar-General himself, or the gentleman who drew up that report, would give better evidence upon this part of the subject than myself. I have no special means of arriving at an opinion upon the point.

397. If you have an opportunity will you look into that point and see whether it is open to that objection or not?—I have read the Registrar-General's Report on Education many times, although not recently, and I never could quite clearly make out the calculation. The result at which the Registrar-General arrives is, that in order to educate from the age of five to the age of twelve, you ought to be sure that there are three millions of children at school.

398. That is, I think, from three to fifteen?—No, I feel certain that it is from five to twelve; he makes an allowance for their beginning later than three, and leaving off before fifteen years of age.

399. (*Mr. G. Smith.*) Your estimate of 1*l.* a head as the cost has

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reference to schools of the class which is now receiving Government aid, has it not?—Yes.

400. In some of the schools the cost would be higher than 1*l.* a head, would it not?—No, I think not. The estimate of 1*l.* a head merely rests upon this, that last year the inspectors found in the schools present 821,744 children who came under inspection, and the last year's estimate was 836,000*l.* Those are the only facts; it is the roughest estimate. I should say that it is at least 20 per cent. in excess of what the actual cost might be if the system were not in a transitory and provisional state.

401. So that you think that 1*l.* a head is a sufficient estimate for the whole?—Yes.

402. (*Mr. Miall.*) 1*l.* a head in addition to all private resources which are applicable?—Yes.

403. (*Rev. W. C. Lake.*) What do you estimate to be the proper cost of a child's education?—Taking all sources whatever in a well-conducted school, where a good education is given—for instance, if there is a master who can teach a little mensuration and a little Euclid, and if nothing is wasted—I should think that it may be done for 30*s.* a boy.

404. Take a lower style of school?—The average return, I think, of the National Society on a considerable number of schools, taking in uninspected schools as well as inspected ones, was about 17*s.* per head. For several years past very accurate returns have been kept in the Council office of all that appeared to be raised from local sources, and with very little divergence it has given 18*s.* per head, sometimes a little above sometimes a little below; an average sum of 18*s.* per head is contributed from local sources, and a sum of something like 12*s.* to 14*s.* per head is, I think, contributed in direct Government grants.

The 1*l.* a head takes in building, inspection, the training of teachers, the expenses of the office, and everything whatever upon which the Government grants money from the Parliamentary fund.

405. (*Mr. Miall.*) Still those are fair items to take in in calculating the cost of each pupil under the present system?—Yes.

406. (*Rev. W. C. Lake.*) Do you mean that the 30*s.* a head is a fair rate for decidedly good schools, and that the calculation of 17*s.* a head, made by the National Society, was the average cost for a lower class of schools?—It would take in good and bad. The 18*s.* is very much the same figure as has been arrived at in the Government returns for a considerable number of years. For instance, last year it was 18*s.* 2¾*d.*, and if we compared it for several years back, I think we should find it never getting below 17*s.* and never reaching 19*s.*, it has remained at that point for a very considerable time. In several schools I have no doubt they spend more, and in a great many other schools they spend less; but I think that it would not be unfair to say, that in a well conducted school the parents and subscribers and the State must find something like 30*s.* per boy.

407. Do you think that it would be safe, if you were arranging for a national system, to calculate the probable expense of each child at less than, say, 27*s.*?—No, I think not.

408. (*Rev. W. Rogers.*) The amount which you have stated does not include rent or buildings, which ought to be taken into consideration?—No, it does not include money spent on buildings; the sum of 18*s.* represents the average annual income of schools from private sources.

409. (*Rev. W. C. Lake.*) Would 27*s.* per child be a fair rate to take?—Yes, I think it would. If you tested it by numbers, if you took a school of 100 children, 135*l.* a year would be found not to be a very

insufficient income for carrying it on; and if you took 50 children, 80*l.* a year, would not only pay the salary, but would also probably pay the rest for books and lighting and so on. I should say that a good manager in a school with pupil-teachers might do it for that.

410. Would that include the original cost of the building?—No, but the 1*l.* a head does; the 1*l.* a head takes in everything. Taking all the children who were found by the inspectors in school within a year, and taking all that the Government spent for whatever purpose out of the grant, comparing those two, it may be roughly said to be 1*l.* per child; but putting aside all those grants which are not made directly in aid of a given school during the year, then the Government pays about 12*s.* or 14*s.* per child and the other 8*s.* or 6*s.*, as the case may be, goes in building grants, in inspection, and in cost of administration.

411. (*Mr. Senior.*) And in training colleges?—And in training colleges.

412. (*Chairman.*) We have hitherto been upon the estimates and upon the expense. What is your machinery for knowing that when you have made grants they are productively applied to the purposes for which you have made them?—That again, if shown in detail, would be somewhat different for each class of grant. With regard to the building grant, the plans are approved and sealed, the draft of the trust deed is approved and sealed, and the promoters at the end of the time sign a very stringent certificate that they have completed the buildings according to those sealed plans. As soon as the grant is paid, the school is placed upon the inspector's list as liable to his visits. With regard to the book grant, the agents of the Committee of Council actually send the books down to the spot. The promoters send up their own proportion of money, and they receive the books in return. With regard to the pupil-teachers, their stipend issues each year upon the inspector's report; he has actually seen and examined them, and their papers come up to the office. With regard to the capitation grant, the inspector has actually seen the school, and a return of the number of the children upon whom capitation is claimed has been put into his hands by the managers. He is specially directed to see that the register of the school is properly kept, and it is always a reason for withholding the capitation grant if there are not registers in the school, or if the inspector reports that they are not so kept as to enable the return to be made. The augmentation and also the stipends to assistants are made upon the inspector's report. The grants to the training colleges are made upon the examination of the Queen's scholars, and upon the examination of the same Queen's scholars or other students at the end of each year. The subsidies to the old societies for the maintenance of the training colleges are unappropriated grants.

413. How do you get at the fact that the masters and the pupil-teachers do their duty to the children?—The managers, each year before the master gets his augmentation, certify that they are satisfied with his character, conduct, and attention to duty during the year; they also certify that he has given the prescribed amount of special instruction out of school hours to the pupil-teachers. Those returns are put into the inspector's hands at the time of his visit by the managers, and as appendices they form part of his report. If he saw any reason to doubt the accuracy of them, he would mention it in his report.

414. Is there any direct mode by which you know the state in which the children are as to educational knowledge?—Yes; the inspector in his report has a table in which there is a place for the numbers whom he examines in each class on each subject, and what he thinks

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about the children in each subject which he has examined them upon; those tables are printed (as a summary) in the volume of Minutes and show some of the actual results of instruction in the schools; it is at page 7 in the last volume.

415. Then you depend for that upon the inspector's report?—Upon the inspector's report.

416. And the inspector makes his report as you told us just now, not by an individual examination of the children, but as well as he can by taking a class and hearing a few boys in the class read, and so on?—I can only say that I imagine that the inspectors could not make an individual examination of each child for want of time; it is left to the inspector to use his own discretion in what manner he arrives at his judgment respecting the children.

417. Have you any machinery in existence by which you can acquire a more accurate knowledge of what the children learn?—No.

418. (*Mr. G. Smith.*) You have no means of asking whether the parents are satisfied?—No.

419. (*Chairman.*) Would it be possible, do you think, for children to pass through a school reported as good by the inspector, and yet to come out ignorant as to reading and writing, and so on?—I think it quite as possible as that a boy might pass through Eton, and come out ignorant of Greek and Latin.

420. Just in the same way?—Just in the same way.

421. (*Rev. W. C. Lake.*) Do you think that the goodness of the school depends more upon the goodness of the master, or on the vigilance and ability of the manager?—I should say that you might have a good school under a good master, without a vigilant manager, but that you would never have a good school under a vigilant manager and a careless master. No doubt you would have the best school where both did their duty, but more depends upon the master.

422. Do you think that there are more good schools under a vigilant manager and an ordinary master, or in the other way, with a good master and a rather careless manager?—I could give no accurate answer to that question.

423. (*Chairman.*) The question assumes that, for the purpose which we are now upon, namely, that of looking into the actual detail and discipline of the school, there always is a manager to be found at work in the school?—There, certainly, as a matter of fact, is not a manager there daily.

424. (*Mr. Senior.*) I take it that the rule generally is, that the master manages the school with very little superintendence?—It varies extremely; certainly there are many cases in which there is very little superintendence.

425. (*Chairman.*) There is a form, I see, which the inspector returns and signs, which professes, upon the face of it, individual examination; for example, "Children over 9 and under 11 years of age, No. 1." I suppose that means No. 1 boy; then there is, "Reading, arithmetic, dictation," and so on?—When the capitation grant was introduced in 1853, that form was embodied in the original instructions to the inspectors, and they were then directed to hold that individual kind of examination as far as they could. It was mentioned in the instructions that they probably would not be able to continue it through the whole school, but that, as far as they could, they were to examine those boys who were over 9 and under 11, and those over 11. The inspectors exceedingly objected, and declared it to be quite impracticable; they said that the children were not grouped in school according to their age, and that they could not carry out that system of examination. The

Lord President did not, against that opinion, insist upon that part of the instructions being carried out, and it has remained a dead letter to this day.

426. Then inspection does not at present secure that every child is able to read and write ?—Certainly not.

427. Or that he has made proper progress in his education ?—No.

428. (*Rev. W. C. Lake.*) Do you think that inspection has a tendency to look at the head boys of the school only and to neglect the average work ?—I think that the inspectors are one and all alive to the necessity of looking to the lower forms. In their printed reports I think you will find that they constantly dwell upon that fact, namely, that a school is not to be measured by its higher forms only. The tendency, I imagine, on going into a school, would always be to judge very much of its capabilities by its higher forms ; but there certainly is not room to say that the inspectors are not fully alive to the necessity of looking to the lower forms.

429. (*Chairman.*) Are they practically alive to the necessity of accuracy in the very elements of reading, writing, and arithmetic ?—That has been impressed upon them by the most emphatic and repeated instructions.

430. We have had complaints from assistant commissioners of apparently the best classes failing when desired to take down sums from dictation. A boy, for instance, would be unable to put down 10,045, showing therefore a failure in the mere elements of arithmetic, he not being able to enumerate, do you think that the attention of the inspectors has been sufficiently directed to that point ?—I have in my mind at this moment quite recent instructions, in which they are in the most emphatic terms told to attend to the elements of reading, writing, and arithmetic, and on no account to postpone them to other subjects or to pass into other subjects without dwelling upon them.

431. (*Rev. W. C. Lake.*) Has it then been found that there is a great tendency in the masters of schools through the country to cultivate their cleverer or higher boys, to the neglect of their duller boys or boys in the lower classes. Your remark as to strict instructions being issued to the inspectors would point to something of that kind, would it not ?—I dare say such statements have appeared respecting schools under inspection or certificated masters ; and the instructions have most likely been framed from time to time with reference to something of that sort.

432. Have those complaints much come directly before the Privy Council ?—No, not directly before the Privy Council. The last instructions upon the subject were issued upon the occasion of a minute with respect to drawing, whereby certain encouragement was given to elementary drawing in schools, and there was added to the instructions upon that subject, a direction with reference to reading, writing, and arithmetic.

433. Have you reason to believe that reading, writing, and arithmetic are carefully attended to in schools ?—I do not think that they are attended to so much as they ought to be. I think that schools require to be very much improved in that particular ; I should say from what little I have seen of actual schools myself, that there are very few schools indeed in which, in the second class, the children can really read, and write, and cipher, in a thoroughly useful and practical way. But many children leave school, perhaps a majority of them, who never get above the second class. In the second class you get children about nine years of age ; and it is a tolerably severe test if you require that much from them ; but, in my opinion, decidedly more

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might be done in the schools to perfect the reading, writing, and arithmetic, and attention is wanted in that direction.

434. If such attention has not been given hitherto do you think that this has been caused by the necessary difficulty of the case, or from inattention on the part of the masters, or from any want of vigilance on the part of the inspectors?—My own impression is, that there is not less of good reading, writing, and arithmetic now than there used to be, but that there is not so much good reading, writing, and arithmetic as there ought to be in proportion to the greatly improved means which are now available. I think that in most schools it would certainly be reasonable, if you looked only to the master and to the appliances at his disposal, to expect better reading and better writing and better arithmetic than you find; but then, if you asked him, he would probably tell you that the shifting and irregular attendance baffled his efforts. I have no doubt there is a very great deal in that, but I still think, with all allowance made for it, that the reading, writing, and arithmetic ought to be better in the schools than they are.

435. (*Chairman.*) Do you think that the inspectors, limited to their present number, could do more in the way of personal examination than they do?—It is exceedingly difficult to give a positive opinion upon that point, for this reason: the schools often lie in extremely inconvenient and out-of-the-way places, to which an inspector cannot very readily get early in the morning and where he cannot always stay till the end of the afternoon school, even supposing that he himself were disposed to do it, if he is to get back to the line of his next day's work. Perhaps three or four hours would represent as much as, taking one school with another, an inspector passes in it. Then on the day of inspection he does not at all come down as a Government functionary, who may wheel and order everybody about, and prosecute his business without interruption during that time. The managers of the school have endless questions to ask of him; and I once heard the complaint made, "The inspector asked us a great many questions, but "told us very little." That represents the spirit in which an inspector is often received. If he might go down armed with authority simply to say, "Now, let me do my work, and if I want any information given "to me, or explanation afforded, I will ask you for it," he might regularly go through the school, booking in silence his own results, and examining everybody. I have not the least doubt that a great deal more might be done than is done to make the inspection searching; but I feel equally certain that an inspector who took the indispensable means, would be, at any rate at the beginning, exceedingly unpopular in his district, and that, for a very considerable time, the kind of indirect and unofficial influence which an inspector now exerts among the managers of schools would be lost.

436. It would not be at all desirable, I suppose, that he should not give information as much as possible?—I think not.

437. Might not the result be effected by increasing the number of inspectors and diminishing the district of each?—No doubt you might do a great deal in that direction, but still the difficulty which I have just spoken of would remain, that the inspector is, at present, a kind of envoy, as you may almost say, on the part of the Government, and not a mere examiner of the children. All that the managers have to say about their relations with the Government and their views regarding education is talked over with the inspector.

438. What is the course of communication from each school in a district, is it to the inspector and so to the office, or is it to any central board, or is it directly from the school to the office in London?—

Everything which is matter of official record goes direct to the office in London; everything like the following:—"John Smith has been "engaged in this school, will he have his augmentation grant?" and everything which is to bind the Committee of Council.

439. You communicate with every school?—We do.

440. That seems to imply that you must have an enormous quantity of detail in your office?—Enormous.

441. (*Mr. Senior.*) Is there no way in which that could be shifted,—to the inspector, for instance?—It would be quite impossible to observe the uniformity without which this system cannot go on unless you bring the main part of the business to the head-office. The inspectors are all divided denominationally,—they do not form one homogeneous body. You have the British and Foreign inspector, the Roman Catholic inspector, and the Church inspector; the administration of such a system of necessity proceeds from head-quarters.

442. (*Chairman.*) Would anything upon the whole be gained, supposing you were to subdivide that work which now the office does entirely, by having some intermediate agents at different centres in the country?—It would go very far towards a change of the present system if there were any sort of local body which represented any group of schools,—any educational district or local centre; it would undoubtedly relieve the central office to throw a great deal of detail upon a body of that kind; but, under the present system, every attempt in that direction is crossed by the denominational subdivision. You have not, in any strict sense of the word, a school district; there is no body in the parish or elsewhere to whom you can write as *ex officio* responsible for the education of the place.

443. For instance, at York you might have a Government central agency?—You no doubt might have this; you might subdivide the Committee of Council; but by the time that you had sufficiently organized such a system for its purposes, you would have created a French system of préfet and sous-préfet all over the country.

444. I see that the complaint is made that the inspectors are not able to take general views or furnish useful information upon education generally; is that considered a part of their duty?—In their original instructions, when they were first appointed, surveys of the state of education in particular districts were contemplated as part of their duty; but the inspection had scarcely been set on foot before its general character was very much altered. First of all, the Order in Council of the 10th of August 1840, which gave the Archbishops a certain control over the appointments of the inspectors, led the British and Foreign School Society at once to object to be under the inspection of officers who were appointed in that manner. Thus you had a subdivision which gave Church inspectors and British inspectors. Then in 1847 that subdivision went on again, and you got Roman Catholic inspectors; in Scotland again you got inspectors of the Established Church, of the Free Church, and of the Episcopalians. In that way you had no one officer whom you could send down into a district as a perfectly neutral officer to inquire into it. And further than that, in 1846, as soon as money grants began to be made to the individual schools and those grants to depend upon the inspector's report, the whole time of the inspector was necessarily occupied in the examination of individual schools, and he had no margin at all for general inquiries, even if there had not existed the other difficulty of the denominational character of the inspection.

445. The inspectors have not the benefit of any previous preparation or education for their duties, have they?—No, they are generally taken

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at present in this way; the senior inspectors have one or two junior officers who are called assistant inspectors, who work in the district with them; but the only difference between an assistant inspector and a chief inspector is that the former does not make an annual general report, and that he is advised in his instructions to look to his senior for guidance and information, and to work as much as he can by his advice; but there is no actual preparation before-hand which is prescribed for these gentlemen.

446. May an assistant inspector, if he takes pains in his duties, look to being advanced to a chief inspectorship?—Yes; the institution has not been very long in existence, but several of them have been promoted.

447. From assistant to chief inspector?—Yes.

448. (*Rev. W. C. Lake.*) If you had some local body which was not a mere section of the Privy Council, and which would undertake the charge of education, would it relieve the Privy Council to a great extent of its labour?—Yes; I meant to state this, that supposing you had any local body which was responsible for the education of the district a great deal of the detail now discharged by the Committee of Council might be devolved upon that body. But if there were to be local officers of the Committee of Council in different parts of the country, you would then want an enormous administrative machinery, which would be something very like, for purposes of education, the organization of the Ministry of the Interior in France.

449. You spoke of a local body responsible for the education of the district. I did not understand you to mean that such a body would be alone responsible, but that it would be consistent with the existence of the central body and in some sense dividing responsibility with the Privy Council?—Yes; I meant this. Suppose that in a parish there are five schools; a Church school, a British and Foreign school, a Roman Catholic school, a Wesleyan school, and a Poor Law school; whereas, now the Committee of Council is in separate communication with every one of them, if there was any local body whatever which for public purposes represented education generally, the Committee of Council might correspond with that body with respect to these schools instead of having five different correspondences.

The witness withdrew.

Adjourned to Monday next at 12 o'clock.

Wednesday, 30th November 1859.

PRESENT:

His Grace the DUKE OF NEWCASTLE.
The Rev. WILLIAM CHARLES LAKE, M.A
The Rev. WILLIAM ROGERS, M.A.
GOLDWIN SMITH, Esq., M.A.
NASSAU WILLIAM SENIOR, Esq., M.A.
EDWARD MIALL, Esq.

HIS GRACE THE DUKE OF NEWCASTLE IN THE CHAIR.

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RALPH R. W. LINGEN, Esq., further examined.

450. (*Chairman.*) Will you explain to the Commission the origin of the denominational system, as connected with the operations of the

Committee of Privy Council?—The denominational system was that upon which the education of the country was actually proceeding at the time that the Government came into the field, both in 1833, when the first grants were made under the administration of the Treasury, and in 1839, when the Committee of Privy Council was first appointed. The Government did not originate any system of its own, but taking the facts exactly as it found them, aided the agencies which were then at work; those agencies were promoted by the different religious bodies throughout the country, and were entirely congregational, or religious in their action.

451. But at the commencement of the operations of the Committee of Privy Council were all denominations assisted as they are now?—The Committee of Council has always framed its Minutes in the form of general offers, and first one denomination and then another has considered these general offers, and all sorts of negotiations have gone on with the Committee of Council as to the degree in which each denomination would be able to accept them. The first bodies which were contemplated by the Committee of Council were the National Society, as representing the Church, and the British and Foreign School Society, as representing every one else who was recognized as promoting education at the time. The Roman Catholics in the earlier measures of the Committee of Council were not distinctly contemplated. That was the state of matters in the beginning of 1839. At the end of 1839 this fact was brought before the Committee of Council, that there was a great number of promoters of education, who, for various reasons, did not class themselves either under the National Society, or under the British and Foreign School Society; and the first provision which was made to deal with that latter class of promoters was by a Minute dated 3rd of December 1839, which provided that if the promoters of a school, although not belonging either to the National Society or to the British and Foreign School Society, stated their intention to combine religious with secular education, the religious education including the reading of the Bible in the authorized version, then, as far as the character of the school went, it should be admissible. At the end of 1839 there were those three classes, the National Society, the British and Foreign School Society, and what, for want of a better term, you may call Bible Schools. That state of matters continued until 1846–47, and about that time, when the Minutes for annual aid to schools were introduced, the Wesleyan body, which hitherto had, so far as they had taken public aid at all, taken it under the British and Foreign School Society, separated themselves from that society, and formed a nucleus of education for themselves. In the Minutes you will find a good deal of correspondence as to the terms upon which aid was extended to them. The same thing afterwards happened with the Free Church in Scotland; the same thing happened with the Roman Catholics; the same thing happened with the Jews; and the same thing happened with the Scotch Episcopalian Church. In that manner the denominational system has grown up.

452. (*Rev. W. C. Lake.*) Had the Roman Catholics no place in the system before 1846?—They had no direct relations with the Government before 1846.

453. (*Chairman.*) And they received no Government aid before that year?—My impression is that they did not. It is just possible that they may have established some school which fell more or less under the provisions of former Minutes. I should think it extremely unlikely that they did; but no Roman Catholic school received aid, as such, before 1848. The negotiations were spread over those two years.

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454. (*Rev. W. Rogers.*) The general offer does not apply to secular schools?—No.

455. The Bible must be taught?—The school must either belong to one of those denominations which the Committee of Council has expressly recognized, or it must put itself under the Minute of the 3rd of December 1839, which provides that religious instruction shall be given out of the Bible. A secular school professing that it did not give religious instruction would not be admitted to aid; that point has been ruled several times over.

456. (*Mr. Senior.*) On what ground was that distinction made between a Jewish school and a secular school?—A Jewish school professes to teach the Jewish religion.

457. But the Jewish school professes to teach that Jesus Christ was an impostor?—The Committee of Council does not enter at all into the question of the truth or falsehood of different religions.

458. Do you see any reason why a school, teaching a religion adverse to Christianity; should be more favoured than a school teaching no religion?—That is so entirely a question of policy, that any opinion which I could give on the subject would be only my own.

459. (*Mr. G. Smith.*) There is no principle officially laid down as to the character of the religion which shall be recognized?—None whatever. The Order of Council of the 3rd of June 1839 says, in the name of the Committee:—"We are desirous of furthering Your Ma-"jesty's wish that children should be duly trained in the principles of "the Christian religion, while the rights of conscience are respected." I have not given the passage at length, because it relates to a normal school which was then contemplated by the Government, and was afterwards given up, but I think that the Committee have always taken these words as the guiding principle of their action.

460. (*Mr. Miall.*) But that has been departed from in the case of the Jews?—The Scriptures of the Old Testament are read daily in Jewish schools. (Minutes, 1851–2, pp. 33–4.) So far as they stop short of being Christian, that part of the Order in Council which mentions "respect for the rights of conscience" has been applied to them.

461. (*Chairman.*) You have stated in answer to a question, that any school professing to afford only secular education is by the rules excluded from the grant. Can you state to the Commission what you consider to have been the effect of this exclusion?—As matter of fact, there are at present in existence scarcely any such public schools. There is one at Manchester; there was one—I am not sure whether it exists at this time—at Glasgow; and I think there was one at Edinburgh founded expressly on a secular theory. The ground, I think, taken by the Committee has always been this, that they have declined to discuss the merits of the general question as between combined religious and secular education and secular education only. They have said: We take existing agencies as we find them. We find that the whole of the country, or nearly the whole of the country, is promoting a combined secular and religious education, and we frame our measures with reference to that preponderating majority. That is the sort of language which has been held in answer to the applications of secular schools, declining the general question altogether as to the merits of the system.

462. One of the schools to which you have just referred—that of Edinburgh—did apply to the Committee for aid, did it not?—It did.

463. Did you call upon that school to state the principle upon which it was founded, or did its managers state its principle themselves?—They stated its principle themselves.

464. And you refused them aid under your existing rule?—Yes.

465. (*Mr. G. Smith.*) To put an extreme case, suppose a Mormon school applied, could it be refused?—The answer, I imagine, would be this: Do you conform to any existing Minutes? As a denomination the Committee certainly does not afford them aid; there is no Mormon Minute. Their Lordships would ask them: In what manner are you going to give religious instruction? If they said: We take the authorized version of the Bible; we read that daily in the school, and we teach our children out of it—I know of no Minute under which the Committee of Council could refuse aid to a Mormon school.

466. You would not inquire what they taught besides, or how they taught the Bible?—I think not, if rules were impartially applied.

467. (*Mr. Miall.*) Do you think that if you were so far to enlarge the Minutes as to receive secular schools and give them a grant, it would materially alter the habits of the English people to associate religion with education?—I think that one effect which would follow, under the present system, would be this, which the Committee of Council has always chiefly looked at, that with regard to those persons who are now maintaining schools with Government aid, it would afford them an exceedingly disturbing question; and that the number of secular schools at present in existence is so small, that politically it would be unjustifiable, for the sake of them, to disturb what is working. At present the advocates of these secular schools have merely appeared as the representatives of single institutions; they have never been able to say, here are these hundreds or thousands of children whom we are educating, and for whom you give no assistance whatever. Every one of these schools has come forward as an experiment made by a certain number of persons, generally in a great town, introducing, as it were, a new system. I think that the Committee of Council would never have allowed itself to consider whether, *à priori*, a given Minute, which was not called for to meet the wants of some large existing body, would have one effect or another.

468. Take the case of Scotland; is not there a large denomination in Scotland shut out entirely from the grants of the Committee of Privy Council by the operation of that denominational rule, who would gladly have them, supposing the rule was set aside?—There is a very large denomination which is excluded by the view which they take of this rule, namely, the United Presbyterians. Their view is in the strictest manner that education should be both religious and secular; but they hold equally strong opinions that under no form whatever, directly or indirectly, ought the State to give, or any denomination to take, public money in support of religion. In various ways the question has been raised, but they have never been able to satisfy themselves that they can conscientiously, under the existing Minutes, take Government aid.

469. Is not that the case very largely with the Independents and Baptists in this country?—I believe so. I believe that they take exactly the same view.

470. (*Rev. W. Rogers.*) You said that there were very few secular schools such as at Manchester, Edinburgh, and Glasgow. I suppose there are very few which have applied to you for help?—I imagine that there are exceedingly few secular schools among those which depend in any degree upon public charity.

471. Have you ever heard of the Birkbeck schools?—I have heard of them.

472. Did they never apply to you for assistance?—Not under that name, that I know of.

473. (*Rev. W. C. Lake.*) Are you aware of the proportion of Inde-

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pendent and Baptist schools receiving aid?—No school, so far as I know, has ever applied for Government assistance as an Independent school or a Baptist school; but it occasionally happens that the British and Foreign schools are, as a matter of fact, promoted chiefly by some one congregation. Sometimes the majority of the committee are Churchmen, sometimes Wesleyan, and occasionally the majority may be Independents or Baptists; but as a body I imagine that the Independents and Baptists do not take the Government grant.

474. (*Mr. G. Smith.*) You would not recognize the Irish or mixed system, where children of different denominations are taught secular subjects in the same school, and the children of one denomination only have religious instruction?—I think that the furthest point which the Committee of Council has reached has been this, that, the rules of the school should afford security that, as part of the instruction of the school, every scholar attending it should receive religious as well as secular instruction; but the Committee would certainly interfere in the least possible degree with the arrangements by which that principle was carried out, provided that the rules of the school seemed *bonâ fide* to recognize it.

475. Have you any security as to the social or political tendencies of the books used in these denominational schools?—I should say none beyond what might be inferred from the character of the persons who were promoting these schools, amongst whom would almost always be found either a clergyman of the established church or the minister of some other congregation.

476. (*Chairman.*) In reply to the question as to what you considered to have been the effect of excluding all secular schools from this grant, you stated that in fact there were but very few of such secular schools throughout the country; but may not the effect of the exclusion of that class of schools have been considerable, although the existing number may be very few; for instance, what effect do you consider that this exclusion of secular schools has had upon the multiplication of schools in the same locality, on account of the variety of denominations in that place?—There cannot, I think, be a doubt that the exclusion of any particular class of schools from public aid tends to prevent the creation of schools of that particular order which is excluded.

477. Of course a secular school might combine, if it was popularly accepted, the various denominations existing in a locality; thus one secular school might supply the place of two or three or of more denominational schools. Do you conceive that the exclusion of secular schools has had any effect in multiplying schools needlessly, as regards the population of any particular locality?—I think that, supposing all persons to be so agreed, it might often have been possible to combine in one secular school the children who were attending two or three denominational schools; but in the present state of opinion upon the subject, I am very strongly of opinion that the foundation of a secular school would *ipso facto* in most instances call denominational schools into existence.

478. (*Rev. W. C. Lake.*) Denominational schools both of the Church and of Dissenters?—Yes, wherever the locality could afford it.

479. (*Chairman.*) So that your opinion is that, the exclusion of secular schools has not produced either a waste of power or a waste of money in the erection of additional schools, but has had the contrary tendency?—In the present state of public opinion, I should say on the whole that it has.

480. (*Mr. Miall.*) Do you, in the administration of the grant, take

any notice of that waste of power arising out of the rivalry of the different denominations?—In building schools we do so as far as we can. We have in each instance a very detailed memorial of the circumstances under which the new school is promoted. We subject that to examination as to its own statements, and with reference to our own registers of all schools under the same name and within the same limits which we have aided; and if there appears not to be reason for a new school, we correspond with the promoters about it, and occasionally send an inspector down to the spot to conduct an inquiry. There is considerable difficulty in the matter of sending an inspector down if different religious bodies differ in opinion as to whether the school is needed or not, because we have no neutral inspectors; they are all appointed in connexion with one body or another. Therefore, in the main, those inquiries are conducted by correspondence. With regard to aiding with annual grants schools which already exist, no question of that sort is raised. The money is not paid prospectively for something to follow, as in the case of a building grant, but it is paid at the end of each year upon an inspector's report for work actually done; and it is considered that if a school has thriven throughout the year and has fulfilled the conditions which are annexed to its annual grant, at any rate that grant has its *quid pro quo*, and the Committee of Council is absolved from the necessity of inquiring whether a school which flourishes ought to exist.

481. Do you exercise any influence in the administration of the building grant in distributing the schools according to the population? In some instances rival schools are built close to each other?—One of the questions embodied in the form of memorial is, what schools already exist within the district which the proposed school is to supply? How many children they will hold? how many they are attended by? and how far they are off from the proposed school? In many instances, where the population is dense, probably the same site which is convenient for one denomination is convenient for another. Anything which, on the face of the memorial, appeared to call for notice would be noticed, and this point among others.

482. (*Rev. W. C. Lake.*) Suppose that in a village a Church school already existed, and that a small body of dissenters wished for a separate school?—The first question in that case would be as to the terms upon which their children were admitted into the Church school. If they were admitted upon terms of compulsory religious instruction and of compulsory attendance on Sundays, a grant might be made to the second school, even if it were next door.

483. Do you find that very common?—In most instances I should say not. Where a village can maintain one school only,—where one is palpably enough for the village,—I should say, as far as my own experience goes, it is rare that the religious instruction is enforced.

484. Has the tendency to make religious instruction compulsory diminished?—I should say that it has.

485. (*Mr. Senior.*) You have discouraged it?—Yes; the Committee of Council have stated strongly in one of their Minutes in the correspondence with the Wesleyans that they think it unjust.

486. (*Mr. Miall.*) In the case suggested by Mr. Lake, where there is no compulsory religious instruction, I understand that the Council would decline to give aid towards the establishment of a denominational school?—They certainly would, unless the denominational school could make out that, in reference to the population generally, there was a portion unprovided with education, and that they were going to provide it. On denominational grounds purely and simply, if there were suffi-

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cient means of education already provided, and those means could be had consistently with religious liberty, a grant for establishing a second denominational school would be refused.

487. Take the opposite case, that is, of a Wesleyan school established in a village capable of giving accommodation to all the children who are likely to be educated, and that an application is made on the part of the Established Church for a grant for building a school for themselves, would the grant in that case be made?—I think that the same principle would certainly be applied to that case, so far as correspondence with and inquiry of the clergyman went; and in the long run, I think, that if the Wesleyan school really provided for the parish, the grant ought to be refused. The fact of the proposed school being in connexion with the Established Church would render a case of that sort very much more difficult to deal with; but I think that the answer which holds in the one case, would hold in the other.

488. The principle would hold, but the administration would not follow the principle?—I am not prepared to say that the administration would not follow the principle if there clearly was sufficient accommodation and means of education in the village.

489. (*Mr. Senior.*) Has such a case ever occurred?—There is only one case of the sort which I can remember, and I do not remember the name of that at this moment, nor do I remember what the issue of it was; but there was a case in Lancashire, and I remember having a letter from, or conversing with, the Bishop of Manchester about it, some years ago.

490. (*Chairman.*) Take, for instance, a parish in Wales, where the great majority of the inhabitants are dissenters; supposing that in a Welsh parish a dissenting school had been already established, and that there were only half a dozen families belonging to the Church of England, I apprehend that you would apply the rule if the clergyman applied for aid for an additional school?—I think that we certainly should, now that attention has been very much more called to the necessity of care in making grants for building schools. For several years the great object was to have schools built; there was a crying deficiency of them. I believe that want has now been to a very considerable extent supplied, and in the case of any parish, such as you mention, undoubtedly attention would be paid to that fact. At this very moment, from Towyn, in Merionethshire, there are two applications before the Committee of Council, and the Committee has agreed to entertain the application for a British school and has informed the promoters of the Church school, that they are at liberty to make what statement they can to the Committee of Council as to the need for it; but that, as far as the Committee can see at present, it is not required.

491. With respect to the phrase which has been used, both in the questions put to you and in the answers which you have given, when you spoke of compulsory religious education, you meant, I apprehend, compulsory distinctive religious education, or what, perhaps, might be called compulsory denominational education, did you not?—I meant that it would be compulsory upon the scholars attending a given school to be instructed in the religion which the managers of that school professed to teach in it.

492. Do you consider that the limitation of the grant to schools conducted upon distinctive religious principles has had any, and if any, what effect upon the constitution of the governing bodies of these schools?—It has had a very great effect upon the constitution of the governing bodies; a considerable part of the negotiations of the Government with each of the bodies whose schools are in connexion with

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it has turned upon the settlement of a model deed of trust. In order to avoid a long legal discussion with the promoters of every Church school, every Wesleyan school, and every Roman Catholic school which might come for aid to the Committee of Council, the Government has generally begun its relations with each denomination by settling with the committee, or other body, which had authority to represent the class in question, what should be the general principles of the trust deeds by which their schools should be founded; and in all those deeds you will find exceedingly stringent provisions introduced which make it part of the qualification of managers that they should belong to some one particular religious denomination. And, in some cases those clauses go so far as not only to declare that managers shall be members of a given denomination, but that they shall make declarations according to forms embodied in the trust deeds, which declarations are afterwards to be entered on the minutes of the school as matters of record that the managers declared themselves at the time of election to belong to a given church. In that way the constitution of schools, as agreed upon by the Committee of Council with some particular church or sect, has a most material influence upon the government of all schools in that connexion by persons, and only by persons, who belong to the same church or sect.

493. Still I apprehend that in many of the towns, especially of the country, the governing bodies of these schools consist of persons professing various religious opinions, do they not?—It could not be so in a Church of England school founded under one of the trust deeds which the Committee of Council issues. I will read the words: this is for the committee of a Church of England school; it is to be a committee consisting of "the principal officiating minister for the time "being of the said parish, his licensed curate or curates, if the minister "shall appoint him or them, to be a member or members of the com- "mittee, such of the churchwardens for the time being of the said "parish as shall be members;" or, if the promoters wish to put it so, "communicants of the Church of England, and of a certain number of "other persons, members (or communicants) of the Church of England," those other persons to be elected as vacancies may occur in the number by subscribers to the school of a given amount, who also must be members of the Church of England. In another part, the deed goes on to say—"Provided that no appointment to serve the office of church or "chapel warden, nor any election as aforesaid, shall give or vest any "right to or in any lay person to serve upon the committee or in any- "wise to interfere in the management of the school and the funds and "endowments thereof until after he shall, at a meeting of the com- "mittee, have made and signed in a book to be kept at the said school, "in the presence of the chairman, a declaration in the manner and form "following; that is to say,—'I, A.B., do hereby solemnly and sincerely "'declare that I am a member of the United Church of England and "'Ireland as by law established.'" Or, at the option of the promoters of the school, the declaration may be in this form, "I, A.B., do so- "lemnly and sincerely declare that I am and have been for three years "last past a communicant of the Church of England." So that under such a deed, which is the ordinary one issued to the promoters of Church of England schools, no person who did not comply with those tests could be a manager of them; and the only persons qualified to elect managers are those who themselves are members of the Church. There is a proviso not very different in the Wesleyan deed, and there is a similar proviso in the Roman Catholic deed, each of them varying somewhat in its terms. It would be advisable to refer to each of those

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clauses for the different denominations *in extenso;* it would take me some little time to read them now. They are all printed in the House of Commons Paper, No. 192, Session 1858 (Consolidated Minutes).

494. (*Rev. W. C. Lake.*) What is the case in Scotland?—In Scotland you have this state of things; by the organization of the congregation they have a very large lay element already provided. There are deacons and office bearers, who are created in a very strict ecclesiastical manner, and in the Free Church schools the managers are such deacons and office bearers. In the Established Church of Scotland the managers are usually the minister and kirk session. In Scotland, you have a lay element of a congregational kind already provided on which the management of the school can be devolved. In the Church of England there was originally no congregational lay element, except such as the churchwardens might perhaps afford for that purpose; and you will find in the correspondence with the National Society that a great deal of wrangling between the Government and the National Society turned upon the conditions under which this kind of lay educational element should be created for the Church of England schools.

495. Are the requirements of church membership closer with regard to the Scotch schools than with regard to those in connexion with the English Church or the Methodist body?—I am unable to say by what process a deacon or office bearer is made in the Presbyterian Church in Scotland; but as he is a purely ecclesiastical officer, I have no doubt that the tests are pretty strict.

496. (*Rev. W. Rogers.*) Every Church school must adopt these clauses?—They must, in the main, adopt these clauses.

497. Is not that rather burthensome, even to a Church school?—The clauses were not invented by the Committee of Council, but were forced upon them. The schools which are an exception to this denominational government are the British and Foreign schools. Those schools are managed simply by a committee of the subscribers. No tests whatever, either on the subscribers who elect or on the managers elected, are introduced into the trust deeds which have been agreed upon with the British and Foreign School Society; they are entirely undenominational.

498. (*Chairman.*) And the only restriction in the case of those schools is that the governing body should be formed from the body of subscribers to the individual school?—That is all.

499. Do you find that the system which you have just been describing, connected as it is with so many rules and restrictions affecting the religious belief of the individuals forming the governing body, creates any considerable amount of intricacy in the management of the system?—Very great indeed.

500. Will you be good enough to explain its effects upon the working of your system?—In the first place you have to provide for each of these bodies a different set of officers to inspect them. The Church of England schools are inspected by one set of officers; the British and Wesleyan schools, taken together, by another; the Roman Catholic schools by a third; and the workhouse schools by a fourth. In Scotland you have the Established Church inspection, the Free Church inspection, and the Episcopalian inspection. The Jews being a small body merely stipulated thus much, that none but a lay inspector should be sent to them; they have no separate system of inspection. The consequence is that you require seven maps of Great Britain to exhibit the divisions of inspection. Another element of complication is that you cannot interchange your inspectors. Perhaps an additional inspector is wanted for some one denomination; it might often be possible

to put off that appointment for a year or two by drawing help from some other inspector who might not for the time being be so fully occupied, but you are precluded; you can deal only with each of these bodies of inspectors separately. Then, of course, all your books have to be kept under this sevenfold division; you have to consider in every single grant which is issued, not only where the school is, but what religion it is of; and that in addition to appropriating the grants to specific objects. You get this sevenfold division of denominations introduced into every account whatever which you have to keep; it adds largely to the labour of administration.

501. (*Mr. Senior.*) What do you suppose to be the addition to the number of inspectors which this occasions?—It would be very difficult to say.

502. Has each inspector as much to do as he can do well?—Certainly; if he has to visit every school which is liable to his inspection within the year, he has quite as much as he can do.

503. And more?—And more.

504. Then it follows that each inspector having as much to do as he can do, the loss arises in two ways, in the expenditure of money in travelling, and in the loss of time in travelling?—Yes.

505. You have not inspectors who are idle, but there are so many inspectors who spend more time and money in travelling than they otherwise would do?—That, no doubt, is one evil. Another is, that it being necessary, in order to preserve regularity in this enormous system of small grants, to keep a strict hand over the whole of each inspector's work, the administration is made more complicated by these subdivisions than it would otherwise be.

506. (*Rev. W. C. Lake.*) Beyond all this intricacy, do you think that the denominational division leads to any other evil result of an educational character?—I have not any very strong opinion on that subject. It has sometimes occurred to me that the tendency of it is to occupy too much time in what are called religious subjects, but which are not really so. I mean, for example, that the geography of Palestine is counted as a religious subject, although the geography of Cornwall reckons as secular. But, on the whole, I think, that a great deal of the religious instruction in these schools occupies the place of literary instruction; and as the basis of literary instruction for the poorer class of people, if you look at it in the most secular way possible, I do not know anything which is equal to the Bible. I do not think, therefore, that in the main the denominational system works so ill as might at first sight be thought on the literary education which is given within these schools.

507. You do not think that it has a very controversial effect?—No. I think not generally on the children.

508. And I think you have before expressed the opinion, that the great advance in educational zeal is owing to its having connected itself with denominations?—If you rely upon the voluntary system for education, I am certainly of opinion that nothing will keep the voluntary system in existence except the religious motive.

509. (*Mr. Senior.*) So that if we abandoned the denominational system, we should have to recur to rating?—That would depend upon what the vitality of the voluntary system might be without State aid.

510. (*Rev. W. C. Lake.*) When you say "the voluntary system," there are two senses of "voluntary system." Will you explain in which sense you are using the words?—"The voluntary system" may be taken in two ways, certainly. It may mean voluntary subscribers, who maintain a school without any aid whatever; or voluntary subscribers,

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who maintain a school with some aid from the Government; but in each case it supposes persons who, being under no legal obligation, contribute money to the work of education from moral or religious motives. That is what I understand by "the voluntary system."

511. I understood you then not to be using it at present in that sense in which it is commonly used, of a system rejecting aid from Government, and relying solely on voluntary exertions?—No, I did not use it in that sense.

512. (*Mr. Senior.*) Practically, is it not true that almost all the money which has been contributed for the support of schools, excepting the money contributed by the children's pence and that contributed by the State, has been owing to religious zeal?—I hould say so, under the system of the Committee of Council.

513. (*Mr. Miall.*) Supposing that the rule of the Committee of Council, which establishes as a *sine quâ non* that religion shall be taught in the school, were abandoned, would any falling-off of religious teaching ensue?—I think not.

514. (*Rev. W. C. Lake.*) Would any falling off of subscriptions ensue?—I think not, ultimately. I think that what would happen for a certain time would be this: A considerable number of persons who now subscribe to these schools have a strong jealousy of the Committee of Council and of the Government; and I think that anything which tended to alarm those persons would drive them off for a certain length of time from the support of Government schools, or would discourage them from coming forward. But ultimately, if the Committee of Council stood merely upon this ground, that they dealt with the secular portion of education in schools, and if it was clearly understood that they did not interfere, either for or against religious instruction, assuming that that belief could be created throughout the whole of the country, I do not think that then subscriptions would fall off. As long as this system rests in the main upon a voluntary basis, you have to consider what the state of opinion may be, as well as what may be the abstract principles on which conceivably it would be best to organize a system.

515. (*Mr. Senior.*) What would be the functions of the Committee of Privy Council under such circumstances?—I suppose that their functions would be very much what they are now, excepting that they would simply say that they knew nothing of the school, except that it taught whatever subjects might be specified—reading, writing, and arithmetic.

516. And that they gave support to all schools without paying any attention to the question of what religion or whether any religion was taught in them?—Yes, supposing that their inspection were entirely an undenominational one.

517. In that case the trust deeds would have to be altered?—No; not necessarily; it would simply be that the inspector who comes to a Church school must have had the approval of the archbishop.

518. It would simply be adding to your present system the recognition of secular schools?—It would be something more than that, I think, because it would be the non-recognition of the denominational schools as denominational schools.

519. (*Mr. Senior.*) In fact it would be applying to all schools the same inspection as is now applied to the Roman Catholic schools?—In one sense it would. The Roman Catholic inspector confines himself to secular instruction, but he is appointed with the consent of the Roman Catholic body. The Roman Catholic minute is not such as I am at this moment speaking of, because there the inspector is a Roman

Catholic inspector; the Roman Catholic body consent to his appointment.

520. (*Rev. W. Rogers.*) I suppose that what led to all this was the Order in Council of the 10th of August 1840. Before that order they were inspected by any one whom you choose to send?—The Managers of Church of England schools were not content to be so inspected, and the Order in Council of the 10th of August 1840, arose out of their discontent.

521. The dissenters were content with the inspection of any one whom you sent down; they only took up the thing after the Church obtained the power of exercising control?—The attention of the dissenters to the whole question was called by the Order in Council of the 10th of August 1840, and upon that they founded their claim for separate inspection. I imagine that, even without that occasion, as time went on, it would have been impossible for the original inspectors, among whom were clergymen, to have undertaken the inspection of different classes of denominational schools. But the question was, no doubt, directly raised with the British and Foreign School Society, who then represented the dissenters, by the terms of the Order in Council of August 1840.

522. (*Mr. Miall.*) Those terms constituted the inspection ecclesiastical to a certain extent?—Yes; they made the appointment of an inspector of Church of England schools subject to the consent of the Archbishop, and also made the inspector removeable on the withdrawal of that consent. The order does not specify that the inspectors of Church of England schools shall be clergymen. As matter of fact, they always have been, but the Order simply provides that the Archbishop shall consent to their appointment, and that they shall be removeable on the withdrawal of his consent.

523. Was that the first introduction of the ecclesiastical element into your system of inspection?—Yes.

524. (*Chairman.*) Do none of your lay inspectors, being members of the Church of england, inspect Church of England schools?—Not one.

525. (*Mr. Senior.*) That is simply owing to the rule laid down by the Archbishop of Canterbury?—There would be nothing to prevent a Lord President from sending the name of a layman to the Archbishop of Canterbury for his Grace's consent. The words of the Order of the 10th of August, 1840, are as follow:—"Before we recommend to Your "Majesty any person to be appointed to inspect schools receiving aid "from the public, the promoters of which state themselves to be in "connexion with the National Society or the Church of England, we "should be authorized to consult the Archbishops of Canterbury and "York, each with regard to his own province, and the Archbishops "should be at liberty to suggest to us any person or persons for the "office of inspector, and without their concurrence we should recommend no person to Your Majesty for such appointment. We further "beg leave to recommend to Your Majesty that if either of the Archbishops should at any time, with regard to his own province, withdraw his concurrence in our recommendation of such appointment, "Your Majesty would be graciously pleased to permit us to advise "Your Majesty to issue your Order in Council, revoking the appointment of the said inspector, and making an appointment in lieu "thereof."

526. (*Chairman.*) Has that power of revocation which is vested in the two Archbishops ever been exercised?—Never.

527. If such an application should be made to the Lord President by

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either of the Archbishops, do you conceive that the practice would be that the Lord President would at once revoke the appointment, or would he require cause to be shown before he acted upon the remonstrance?—I imagine that he would hold communications with the Archbishop upon the subject, but my own impression is, that, under this Order in Council, the Archbishop could if he chose decline to enter into any discussion.

528. You consider the power of revocation on the part of the Archbishop to be absolute?—The words are these:—The Committee ask Her Majesty that She "would be graciously pleased to permit them to "advise Her Majesty to issue Her Order in Council, revoking the "appointment." Now an Order in Council, I suppose, theoretically, the Queen might decline to issue; but, practically, in all such departments of the Government as I myself have been acquainted with, an Order in Council is only a formal act, confirming the conclusion which has been already arrived at by the department concerned. On the face of this document the Queen might refuse the Order in Council; but my own impression respecting this Order (of course I am only now giving my own opinion) is, that the Archbishop could require the Committee of Council, as far as they are concerned, to advise the Queen to recal the inspector's appointment.

529. (*Rev. W. Rogers.*) With regard to the parents, do you think that the parents are tenacious of the denominational system?—My own impression is, that they are exceedingly indifferent.

530. (*Mr. Senior.*) Excepting, I suppose, that a Protestant would not send his child to a Roman Catholic school, or a Roman Catholic send his child to a Protestant school?—A Roman Catholic would not often send his child to a Protestant school because the priests look very sharply after them; but with regard to girls, for whom the Roman Catholic schools provide excellent instruction, I have heard that Protestant girls are not unfrequently sent to Roman Catholic schools.

531. (*Chairman.*) I believe that upon the last occasion on which you gave evidence to this Commission, you were asked several questions with regard to your opinion of the ability of parishes or unions of small parishes to meet the requirements of the Committee of Council, supposing due exertion to be made to provide funds?—Yes.

532. Do you apprehend that the answers which you gave in the affirmative of that proposition universally hold good?—I think that at the time I stated in my answers that it is very difficult to say what ability and possibility actually are; but I should say, speaking generally, that where there was a will there was certainly a way in almost every parish which I can think of under the present system.

533. Suppose such a case as this: a parish of seven miles long and four broad, with a market town of 2,000 inhabitants, and four or five hamlets, averaging from two to two-and-a-half miles from the town, and parish school; do you consider that in such a parish and in such a state of things it would be possible for the whole of the children of that parish to be accommodated with sufficient school room without the necessity of walking very great distances?—The reasonable arrangement, in that case, I think, would be to have good schools for boys and girls in the market town; the older boys and girls could walk backwards and forwards; and in the hamlets I would establish cheap dame schools for the infants.

534. But those dame schools would not, I apprehend, be assisted by the Privy Council?—I think not; in that state of things I think that it would be better worth the while of promoters of education to establish in each of those small hamlets very cheap dame schools. I

think that they could ordinarily find with care a woman of some age who, without the provision of a regular school-room, could offer a tolerably neat and clean room, in her own house or in some other, in which she could receive little groups of from 10 to 18 children, whom, by a sort of individual instruction up to six or seven years of age, she would probably teach very competently in the first elements of reading and writing. I think that for those parts of the population the provision of education may, to a very great extent, be made without assistance from the public fund; and I think it is one of the misconceptions which beset a central grant of his sort, that everybody throughout the country claims a right to share in it, because, as a taxpayer, he has contributed towards it. Now, certainly, on the mere principle of redistribution it would be very much better to leave the money in the pocket of the taxpayer; it does not fructify in its passage from his pocket, and back to it again; and I think that the application of it from the central fund must be confined to those purposes to which it can be applied with the greatest advantage. If, in certain districts, it appears that from distance, or from one reason or another, the conditions which, as generally the most beneficial, are imposed upon the application of the grant cannot be complied with, but that certain rough and ready means may be adopted, without fulfilling the conditions of that grant; the persons adopting those rough and ready means should not be understood to have a claim upon the grant, simply because they are taxpayers. In a large town, for very little children, you need an infant school; you require, when they come together in great numbers, to have a teacher with a very considerable amount of professional training. When you have children of that age in great numbers, you also want a very airy and cheerful building, which is expensive. But where they are in small detachments, an elderly woman, in a neat cottage, can probably teach 10 or 12, or even 18, perhaps, quite as efficiently, and much more cheaply, than could be done in an infant school. I do not, however, think that these are cases to which, without a very considerable letting down of the conditions which ought to be maintained in other cases, you could extend the aid of the Parliamentary grant. That is in general terms what I should say, with respect to a parish such as has been supposed.

535. Then in the case supposed one-half of the population of the parish, that is to say four or five hamlets comprising some 2,000 inhabitants among them, would be deprived of any of the advantages of that superior education which the Committee of Privy Council is supposed to give by the improvement of schoolmasters, the accommodation of schools, the advantage of pupil-teachers, and capitation grants?—I should not say so, because what I contemplated was a really good school at the central point, such as the older boys and girls could walk backwards and forwards to, and that these small dame schools would be for the younger children who were not yet strong enough to come to the central school. Each hamlet as its population grew up would have the benefit of the central school for its older children; the difficulty in that case I think would be merely with those children who were too young to walk the distance.

536. At what age do you conceive that it would be unobjectionable for children to walk two miles to school in the morning, and two miles home in the evening?—I should think that it would be objectionable under eight years of age. I am not very competent to give an opinion upon that subject.

537. So that, upon that supposition, the central school to which

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you have alluded would not be available until the children were eight years of age?—In that case it would not.

538. (*Mr. Miall.*) Practically, would not it be an admission that there are places, such as those you point out, for example, where it is impossible for the inhabitants to obtain all the advantages arising from the Privy Council system. If the rule is strictly adhered to, as you say it must be, there are places which cannot possibly comply with the rule, and which therefore are shut out from the benefit?—I should not say so, without qualification; there are parts of the country in which certain stages of the education might be, and perhaps must be, obtained without the assistance of the Privy Council system, but the same localities which are unable to fulfil its terms, are for other reasons, able to furnish cheap means, which very much supply the want. You find in hamlets the power of supplying these little infant schools much more easily for instance than in the dense quarters of towns.

539. (*Rev. W. C. Lake.*) Did you not say that a good infant school might be established in a hamlet quite as well as in a town?—If you could get a good and kindly woman, who was a good reader, and who was able to write, and at any rate could teach the children to make figures; and if she had not more than a dozen infants to deal with, the instruction which that dozen might receive in a cottage from such a woman would, in my opinion, to all intents and purposes, be as good, and in some respects I think, better, than the same children could obtain if they formed part of 150 in a large infant school under a trained and accomplished teacher.

540. And you consider that not an uncommon case?—I think, that in the country they far too often dissipate their means by having a separate infant school, which necessitates a separate teacher and separate materials. If I, myself, had to organize one of those very poor parishes, I should never attempt an infant school. I should get the best school I could for boys and girls, and let the infants be taught in a cottage.

541. So that you do not think that the children in such a hamlet are at a disadvantage compared with the children in the central village, because when they are infants they will get into cheap infant schools, and when they are 7 or 8 years of age they will be able to go to the central school?—I certainly should give that as my opinion. If it is a disadvantage not to share in the Parliamentary grant, the children in the example given would be under that disadvantage; but, as far as education goes, I think that if the most was made of available means, the education of the infants might often be provided for in a mode to which the Privy Council system does not extend.

542. And as cheaply?—I should say quite as cheaply; because I think that many things will do upon the spot, which could not be accepted at head-quarters, where they would become precedents for other cases, and where an individual discretion cannot be easily exercised.

543. (*Mr. Miall.*) There are cases in which dame schools answer the purpose of education for young children equally well with the infant schools supported by the grant?—Where the dame schools are so small as that the instruction can be quite individual.

544. Is there any reason why those schools should answer in villages which reason does not apply to towns?—I think so. I think that in villages it is easier to find the class of persons to conduct them. I think that the houses are often better adapted for it. In the dense quarters of towns it is not common to find single women occupying single houses, or even single families occupying single houses; and

there is no sort of playground for little children, excepting the gutter. The large infant school has its little yard at the back, even if it has got nothing better (many of them have pretty good playgrounds), where the little ones enjoy children's games, and in that way in a large town the playground of an infant school has quite as much moral value as its school-room. I think that an infant school is of necessity one of the most valuable things in the dense quarters of towns. But in the country there is less need of this special provision; there is more room everywhere, and there is more quiet.

545. (*Mr. Senior.*) But a dame school may supply its place in the country?—I think so, to a very great extent.

546. (*Chairman.*) Have you had much experience of attempts to form unions of parishes for the purpose of the construction of schools and the conducting of education?—There have not been a great many.

547. Do you think that such union has been successful where it has been tried?—I am hardly able to speak of any case where a professed union of parishes is existing. I have known a good many cases where in the way of correspondence it was found impossible to arrange the relations of the clergy one with the other, as to the superintendence of religious instruction; and there certainly is a very general feeling in favour of each incumbent (wherever there is a district or parish with an incumbent) having a school for the religious instruction of which he himself and he only is responsible; this feeling is particularly strong in the country. With regard to towns, there are some few cases, chiefly old foundations, where schools have been instituted on the principle of united parishes, and I can remember at this moment one case, in which certainly this plan has not answered; the school has always been unprosperous, and regarded very much as the child of no one.

548. (*Mr. Senior.*) The district workhouse schools answer well, do they not?—Yes; but a district workhouse school is not a parochial institution; the chaplain acts with an authority of his own; the ecclesiastical management of it is as single as it would be in a parish.

549. (*Rev. W. C. Lake.*) Have you known attempts at such unions to have been made in the country, and to have failed, or not succeeded well?—Yes.

550. (*Chairman.*) And even if successful in the first instance they would, I presume, always be liable to failure upon a change of the incumbent of one of the parishes, or if any misunderstanding arose between those who looked to the individual interests of their particular parishes?—I should think that would be likely to occur. My experience has been more in the preliminaries to unions of this kind than with regard to schools which have been so established. I do not at this moment call to mind in country districts (I have no doubt there are such), a single school of the kind; in towns I can think of some. I recollect no attempt which is going on at this time in country districts; I remember some correspondence which there has been upon the subject.

551. In the course of a somewhat long examination you have been good enough to give us a history of the origin of the system, and also of its present working, are you enabled to state whether your experience leads you to suppose that it would be possible to extend the system much further?—I should say not, without considerable changes in it.

552. What are the difficulties in the way of the extension of the system, and what are the changes which you would consider necessary in order to increase the facilities for the extension of the system?—At present the object of these grants has been to appropriate them—

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not to pay large sums of money in gross to the managers, but as far as possible to allot to certain specific purposes whatever money is to go to the schools. Generally speaking, the person is designated who is to receive the money, so that when it arrives at the school there are at least two persons who have an interest in looking to its appropriation; that applies to the grants for pupil-teachers, and to the grants for the augmentation of salaries. The machinery which is necessary to insure that appropriation is of course an extremely complicated one. If you may have a school in any of the 52 counties of England and Wales, and if it may belong to either of four different denominations, and if the money which you send down to it may be for four or five different objects each of which has its own conditions and is subject to its own questions, a system of that sort is of course one of enormous complication. Vice-Presidents who have been in the Committee of Council, and who have seen other departments on a large scale, would state to you that the internal complication of the system is far greater than they have seen anywhere else. I think that if you were to follow out the present system with its local and denominational subdivision, and with its detailed appropriations, it would break down at its centre, unless you provided a much greater establishment than I think either Parliament or the country would be willing in the long run to agree to. The only way in which you could extend the system would be by simplifying the payments; and simplification really means either not appropriating the money or not following out the appropriation so strictly as you do now. For those reasons I think that the present system (meaning by the present system, the system as it now exists), is not capable of extension to the whole country.

553. When you speak of a change in the system of appropriating your grants, you mean, I suppose, that that change should be rather to assimilate your system to that which exists in respect of the capitation grants than to that which exists in respect of the building grants and the grants for pupil-teachers ?—Yes, that is what I mean.

554. And if it was thought desirable to continue the present system, the continuance of which I apprehend necessarily entails extension, the change which you would advocate, or at any rate, would think necessary, would be to bring the whole system rather to a grant which should point at results than to a grant which should provide means ? —I was at the moment thinking rather of the financial arrangement. Supposing that you came to a universal capitation grant, it might be given either as it is now, upon a general inspection of the school, which may be said to be paying for means, or it might be attempted to base it upon results in the shape of an examination of all the children. But I think it would be conceivable that you might adopt a system of capitation grants, leaving your present system of verifying the *quid pro quo* as it is. You might have a plan of this sort; you might have three, four, or five different classes of schools, defined by specified distinctions, and you might say that upon the inspector's report, in the case of a school falling under one or other of those classes, the capitation grant should be so much. I did not mean to say that a capitation grant necessarily implied paying for results as contrasted with paying for means, but I did mean to say that the simplification of the system would be in the direction of substituting capitation grants for the present annual grants.

555. Leaving for a moment the question of the extension of the system, as far as money is concerned, will you turn your attention to its extension in respect of space ? Over what proportion of the area of the kingdom do you consider that your present system extends, assuming

of course that it could be extended over the remainder?—I think it appeared in the last report, that about one third of the children who ought to be in schools for the daily education of the poor were actually passed under review by the inspectors; that number has been increasing every year; it follows, therefore, that a certain number of the districts of the country which were previously excluded continue, from time to time, to reach the conditions of aid. Of course, you might accelerate the extension of the system by making the grants of aid more easy.

556. Then I understand that, as regards the area of country and number of scholars, you consider that the system, so far as that area and that number are concerned, is capable of extension threefold?—I must assume for the moment (it is a disputed point) that the number of children ought not to be less than 2,500,000, or from that to 3,000,000; assuming that for the moment to be a correct statement, then one-third only of that number of children is at present under the inspection of Government.

557. Apart from the question of expense, do you consider that the central machinery of your system is capable of extension to the amount which I have suggested?—I think that we have in our present system a frame-work, which might be capable of such extension; but I am clearly of opinion that we should want very much larger buildings than we now occupy, and I think if the present system were attempted to be extended to the whole country the size of the necessary establishment, both at head-quarters and of inspectors, would alarm Parliament and the public.

558. Your answer seems to apply rather to the alarm to be created in Parliament by the amount of money required; my question did not apply so much to this as to the possibility of the machinery, assuming money to be found, bearing the strain to be put upon it by the great extension of its labours?—As a question of administration I should conceive it possible, with able officers in sufficient numbers.

559. (*Mr. Senior.*) It is a question of additional clerks, is it not?—It is a question of something more than clerks.

560. (*Chairman.*) I presume that in any extension which you would consider desirable, you would think it absolutely necessary that the system should be conducted under the same head?—I think that there must be one head certainly; but the extension of the system would afterwards extremely depend upon this, whether you could for a continuance rely upon its being conducted in nine-tenths of its work by separate officers, who would so far agree among each other as to observe uniformity of action, without being obliged to refer to the single head so often as to stop the machinery. That, of course, is a difficulty which, as the system extends, very much increases. I do not think that it is an insuperable difficulty, but I think that it is an extreme one.

561. In almost all the great departments of administration of the country, it is not only easy, but it is the practice to subdivide the official details amongst several subordinate and secondary heads, whilst the general administration is retained under a single person; do you apprehend that any such subdivision would be practicable, in the case of the Committee of Privy Council?—To a very great extent it is done now; of course, it would be utterly impossible that every single grant which is made to these many thousands of schools, for all these various objects, should singly come under the revision, not only of the Lord or Vice-President, but even of the secretary. At present, an inspector goes to each of these schools and reports, and the correspondence of the office is managed by seven or eight different gentlemen, who are called

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examiners, who are superintended by two assistant secretaries; then there is the secretary, and then there are the Lord and Vice-President. Each of the subordinate officers, to a very considerable extent, acts independently—of course, on his own responsibility, and liable, at every moment, to be called to account for anything which he may have done contrary to rule. In a system of this kind, it necessarily follows, from the very extent of it, that subdivision must ensue.

562. But is it practicable to subdivide the business into various departments, each department being, of course, subordinate to the head, but having no inter-communication the one with the other?—I should say not, for this reason, and we have had some amount of experience on the point. The Committee of Council during the first seven years of its existence, made grants for one object only, namely, building. In 1846, it made grants for maintaining schools. Naturally the office at first fell into two divisions, namely, building schools, and maintaining schools; but in a very short time the schools which had been built came to be maintained, and quite recently, we found it necessary to combine, in a great degree, the working of those two departments. The same thing applies to the augmentation grants, and to the grants for pupil-teachers; those are separate grants for specific objects, but the certificated master to whom we pay the augmentation grant has a pupil-teacher under him, and the same school is receiving a capitation grant. It acts in the same way with the training colleges; the Queen's scholars who enter the training colleges come from schools in which they have been pupil-teachers; they pass through their examination as students into schools, in which they are masters. The grants are separate in their appropriation, but the sum total of several such separate grants goes to single schools. The managers of those single schools could not correspond with four or five independent departments.

563. Am I not to infer from the answer which you have just given, that it is impossible so to reconstruct the department as to give the same facilities to its head for general supervision, which are given in the other departments of administration in the country? Take, for instance, the Colonial Office; the Colonial Secretary supervises the whole of the colonies of Great Britain; but under him he not only has two Under Secretaries of State, and an assistant under secretary; but he has five heads of departments permanently remaining, of course, in the office, among whom are divided the whole of the colonies of the Empire, such as the West Indian district, the Mediterranean district, and so forth. Each is answerable to the head for the details of business connected with each division, but has no connexion with the business of the other department. I think I am to understand that in the case of the Committee of Privy Council, such a distribution of work would be impracticable. If so, would not the amount of labour be increased by any considerable extension of the system to such a degree that the machinery would break down from the impossibility of supervision; that is to say, that the President, as well as permanent officers immediately responsible to him, must forego that supervision which is absolutely required, and that thereby the greatest abuses, and, possibly, even frauds, might be introduced into the system without the possibility of detection?—I think that the only public department with which the Education Department, if greatly extended, in order to administer the present system, could be compared, would be the great Revenue Departments, or the Post Office. The distribution of nine-tenths of the education grant is essentially a question of detail; small payments are issued to small institutions, as to which, if you have an honest report, an honest verification, and accurate accounts, pretty nearly all

that you can require is effected. But you have also connected with these details a great variety of questions on which people's feelings and animosities are very easily excited, and you require in this work, which looks so petty, a great deal of administrative discretion. An intemperate letter written to the manager of some little out-of-the-way school may produce a commotion in a diocese. Any act of partiality as between one set of promoters and another might produce very serious consequences. You have a certain amount of really responsible action entangled in a vast mass of complicated minute detail, and I think the question is just this, that if seven examiners and two assistant secretaries, and one secretary, are able to manage a certain amount of supervision, fourteen examiners, and four assistant secretaries will not be able to do twice as much as easily and as accurately. If the whole thing had to be organized *de novo*, a great deal might be done, undoubtedly, in having better buildings than we have got. At present we occupy the rooms from the cellars up to the garrets, and a great deal of distraction is occasioned by having our work scattered in so many different places. I do not think that the extension of the system is an administrative impossibility; but I think that it is a matter of extreme difficulty, and I think that it would have to be upon a scale which, as I said before, would alarm Parliament.

564. When you speak of alarming Parliament, you of course come to the second point of difficulty. We have hitherto been discussing the extension of the machinery; you now, of course, refer to the difficulty of greatly extending the grant of money?—That is not all; I think that the creation of a department on a subject like education, employing a very great number of officers, with all the patronage attending it, would be the source of very great jealousy, and I extremely doubt whether public opinion would long sanction the creation of the necessarily large department for the administration of the present system.

565. Have you ever considered what is the utmost limit of expense which the extension of this system as it exists at present would be likely to entail?—I have stated, in answer to a former question, that I thought a saving of 20 per cent. might be effected, according to the average of 1858, taken as costing 20*s.* per child to the grant, if the system were not in a provisional and transitory state. When I made that answer, the sense which I was attaching to the word "system," was payment from a central fund, and I was thinking of various changes in the present mode of administration, which that plan, if generally and permanently adopted, must entail—changes that would render inspection less costly, and the appropriation of grants less complete. If the system, however, as it exists at this moment, were extended to the whole country, I do not myself see why the cost should diminish in proportion to the greater area which it might cover. The building grants might fall off, and something, of course, might be saved, by facilitating and economizing the administrative processes, as experience might suggest; but in the main I think that if 800,000 children cost 800,000*l.*, 1,600,000 children would not cost very much under 1,600,000*l.*, and so on in proportion.

566. Have the annual building grants fallen off at all at present?—No.

567. Have they increased?—For the last two or three years I think they have been pretty well stationary. During two or three years after 1853, when the rate of aid for building was raised, they increased very much indeed, but for the last two or three years they have been pretty well stationary.

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568. Have the grants for teachers greatly increased?—That is a rapidly-increasing grant.

569. The grants are increasing year by year?—Yes.

570. And they would continue probably to increase in at least an equal proportion with the increase of scholars?—Yes.

571. Is not the present system of capitation grants also calculated to increase in somewhat more than an equal proportion with the increase of scholars?—It might increase in this way. It is a premium on a better attendance in the schools, and therefore the same number of children if attending better might earn a larger grant.

572. (*Mr. G. Smith.*) Education is not only a matter of administration, but also a progressive subject undergoing improvement from time to time. Do you think that a centralized system is so likely to originate improvements in education or to adopt them freely if made, as a less centralized system?—The present system has so very little power to interfere in the management of schools, so many rival bodies are at work, and they have such very great security for their own freedom of action, in their consent to the appointment of their own inspectors, that I think the system, as it exists now, does not stereotype education at all.

573. (*Mr. Senior.*) Is it not a fact that since the institution of the centralized system education has enormously improved?—My own belief is so.

574. (*Mr. G. Smith.*) Is that owing to the centralized system or to the rivalry of which you speak between the different bodies, their emulation and comparative experience?—I think that hitherto the existence of the central board has called them into an activity which they never would have developed without it.

575. But you think that rivalry and comparative experience have themselves improved education?—I think so, certainly.

576. (*Rev. W. C. Lake.*) Do you mean that the religious zeal and the assistance of the Privy Council have worked together in forming the improvement?—I think that a central office which undertook to educate the people, appointing and dismissing the schoolmasters, and managing the schools by its own officers, would be an intolerable system in England. I have no doubt that to a certain extent it would instruct the people much more cheaply, but I believe that in a very short time it would be an intolerable system. I believe that the present system has great elements of freedom in it, and those elements of freedom, with all the evils attending them as regards administration and the waste of means, are amongst the most valuable parts of the system.

577. (*Mr. Senior.*) I wish to recal you to the question of the extension of pupil-teachers. In the last Minutes you state that you can supply 1,500 teachers per annum. That seems to me to be enough for a very considerable extension?—Undoubtedly it is enough for a very large extension.

578. It appears that the building grants have remained stationary for three or four years, and that the expense of pupil-teachers is now such as to allow of a very large extension. There does not appear to be any reason why the expense under either of those heads should increase?—As respects extending the system by means of the pupil-teachers, each of those pupil-teachers would become a schoolmaster in some school or other which was not receiving aid before, and then that school into which the pupil-teacher has gone becomes itself a new source of expenditure.

579. There are two large heads, building and pupil-teachers, which

are not likely to increase?—The pupil-teacher is to be regarded in two lights; he is the seed plot of your future schoolmasters, and he is, under the present system, an essential part of the machinery of the school. You cannot, under the present system, extend it without also extending your pupil-teachers. As soon as a new school comes into the receipt of aid, one of the first things which it wants, quite without reference to the future development of the general system, is pupil-teachers, for carrying on its own work.

580. Not as forming masters?—Not as forming masters.

581. (*Rev. W. C. Lake.*) You said, in answer to a question of Mr. Senior's, that education had enormously advanced under the present system. Do you think that it would be possible or desirable at present materially to reduce the existing amount of Government assistance?—My own opinion is, that if the whole were withdrawn to-morrow, things would not fall back to what they were before by a very great deal. *Pro tanto* I think that every reduction of the grant for a time would produce a sensible diminution in what was being done—at any rate in the aided schools at the moment. But I think that to a very considerable extent, certainly in the towns and in the more active quarters, this relapse would be redressed, because I think that public attention is infinitely more called to the question than it formerly was.

582. Do you think that it would have a permanently bad effect upon the agricultural districts?—I think that at present the state of the agricultural districts is this—that they are a good deal irritated at their not having had as great a share of the grant apparently as the towns, and that they are now very much bestirring themselves. I remember that some years ago (I have just opened the Minutes to look at it), Herefordshire had scarcely a school in receipt of annual grants under inspection, and now, as appears at pages 571 and 572 of the last volume of Minutes, there is a considerable number of schools in that county in receipt of annual aid. Several recent Minutes are calling the rural schools into a good deal of activity. I think that the withdrawal of aid with regard to them, just now, would not be very readily supplied by local efforts. I think such efforts are only just beginning to be called out; I think that it is somewhat different in the towns.

583. (*Chairman.*) Is not the impetus which has been given to education inadequately shown by your returns? Is it not the fact that that impetus has extended to many schools which have not asked for aid, and therefore do not appear in your books?—Yes, undoubtedly.

584. So that it would not be fair to judge by the Committee of Privy Council returns of the state of education within those districts?—Certainly not.

585. (*Mr. G. Smith.*) Not schools only, but other benevolent social objects have received a great impetus from an awakening sense of social duty within the last 20 years. Can you distinguish clearly between the effects of the Government system and the impetus which education has received from the improvement of society in the last 20 years?—I think that this distinction to a certain extent may be drawn. Many of these objects which have received greater attention are carried out by societies, and their whole action is very much concentrated at one point. But education is everywhere, and I think that in a great many parts of the country there would have been no stir made but for this annual grant and discussion in Parliament. I think that it has caused a degree of interest in this subject which would not have been felt nearly so widely as it has been without a Parliamentary grant.

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586. (*Mr. Miall.*) Are there not many social and commercial requirements of the present day which have called forth the necessities of education amongst the poor, far beyond any other time?—Yes.

587. There cannot be the smallest doubt that education now is given in a much better quality, and to some extent in a greater quantity, than before; but can it be shown that either the superior quality or the increased quantity is entirely and exclusively due to the operation of the Committee of Privy Council in the administration of the grant, and may it not be fairly distributed amongst a great many other social influences which have been at work?—I certainly should not attribute it wholly to the grant. Undoubtedly a great number of influences have been at work, which have called attention to education, and have increased the desire for it. I think that among those the grant has been a powerful one.

588. (*Mr. G. Smith.*) The increased amount of skilled labour, the employment of educated men on railroads, and other things of that kind are all agencies which have been in action during the last 20 years concurrently with the Government aid?—Yes; and there is now the civil service examination.

589. Is it easy to distinguish between the effect of those influences, combined with private benevolence, and the effect of the Government aid?—I think not in any very satisfactory way; but I imagine that what has happened has constantly been this, that in some country parish or town parish, where there was no school before, the clergyman, or some one who does a clergyman's work, has been struck with the want of schools, and the first thing which has occurred to him has been, what help he could get in supplying that want, what fund he might look to. The existence of a Parliamentary fund must have encouraged him in that work; but, undoubtedly, he is urged to take that course by all sorts of social circumstances, which now exist in a much greater degree than before.

590. (*Rev. W. C. Lake.*) Do you not think that it would be very difficult for him to get the first start which you speak of, unless he had the Parliamentary grant?—Such is my own opinion certainly.

591. (*Chairman.*) Are you aware of any statistical returns which would show the number of schools which have been built within the last few years, other than those which have been assisted by the Committee of Privy Council?—I am not aware of any; it is possible that the Congregational Board may have returns of that kind; but they are the only body likely to have them.

592. You are not aware of any diocesan returns, or returns of that kind, which would show it?—I am not aware of any. But I remember that in the Registrar-General's report of 1851, on education, there is a table in which he classes schools according to the date of establishment, "Dates at which the schools were established, distinguishing "public from private schools, and showing each county;" that is Table I., and at pages, in Roman figures, 134 and 135.

593. Referring to the improvement which you say has taken place in education since, and partly at any rate consequent upon the grant given by Parliament, will you state whether you consider that it has improved the school buildings?—Most markedly.

594. Has it improved the character of the schoolmasters?—I should say so.

595. Has it increased the value felt by the poor themselves for education?—I have less means of answering that question. My own opinion is, that school is not one of the considerations most constantly present to the mind of a poor man with a family.

596. So far as you know, do you think that such value as is attached by the poor to education has been increased either by or since the commencement of the grants?—I certainly think so.

597. (*Mr. G. Smith.*) Can you mention any facts or considerations leading you to that conviction?—I have read over the answers which were made by the inspectors to the questions issued by your Commission, and I find that they are generally of opinion that it has increased; and I have heard in conversation, constantly I think of late, that greater interest is shown by the poor.

598. Their value for education may have increased, but is that increased value due to the operation of the Government system?—I should say so, among other causes; as I have said before, I do not think the Government system the only cause which has led to the very great improvement in education and in the views about it, but it is one amongst other causes; I think that it has contributed to increase the interest which the poor take in education.

599. Do they value most and take most interest in that education which they pay for themselves or that which is given to them gratis or partly gratis?—Evidence is almost unanimous of their valuing what they pay for.

600. Then does not any system of aid rather diminish the value *pro tanto* of education?—They could not possibly have, with the fees which they can afford to pay, as good an education as they have now; and an education less good than what they can get now would, I think, and especially as they become better aware of what education is worth in the market, diminish their interest in it.

601. (*Mr. Senior.*) Does a poor person feel that he is receiving gratuitous education if he pays 1*d.* a week, although the education may cost 2*d.*?—The payment of any fee whatever very much takes off the sense of his receiving a gratuitous education.

602. (*Mr. G. Smith.*) When you say that the Government system has improved school buildings, do you mean that it has improved the general character of school buildings, or that it has produced a type of school buildings higher than any type which there was before?—I think that it has elicited a great amount of discussion on the question of school buildings, and that the result of that discussion has been to establish certain common principles for building all schools, each open to considerable variation in individual cases, but certain common principles of very great value, which were little or not at all developed previously.

603. Which discussion and the consequent improvement, you think, would not have been otherwise elicited?—I think not. I think that the official correspondence about plans, which has often been vexatious and burthensome enough to the persons on the spot, has elicited a great amount of experience and consideration upon the points connected with school buildings.

604. As to the improvement of schoolmasters, I would ask an analogous question, do you mean that the system has improved the general character of schoolmasters, or that it has produced a kind of schoolmaster better than any which there was before?—My experience, of course, is gathered within the limits of the application of the grant. I should say that if you speak of classes, and not of individual schoolmasters, it has produced a class of schoolmasters for this particular kind of schools, namely, those for the poor, very superior indeed to anything which there was before.

605. (*Chairman.*) Do you consider that the system has increased voluntary contributions?—I think that it has called out a great amount of voluntary contribution which would not otherwise have been made.

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606. (*Mr. G. Smith.*) In the case of Church schools I understood you to say the other day that those contributions are made to a disproportionate amount by the clergyman?—Certainly.

607. Is it the case that at first a purse is made by other persons, the necessary amount being promised, and that it is allowed afterwards to fall upon the clergyman, or does the clergyman come forward with a large sum in the first instance?—In almost all cases I think it is this, that the clergyman in the first instance makes an appeal; there is a certain number of people who, perhaps, give one year and do not give another; there is a certain other number who subscribe pretty constantly. In that way the clergyman has a fund, not wholly ascertained, to depend upon, but some one person must make himself legally responsible for all that is done in the school; he must engage the schoolmaster and he must order everything, and the clergyman cannot be sure when he gives those orders, as a general rule, that his expenses and receipts will meet at the end of the year. If they do not meet (and they generally fail to meet, as far as my experience goes, by there being a deficiency), he has to make it good.

608. (*Chairman.*) Has the parliamentary grant increased the amount paid by parents in the shape of fees, both in the aggregate and in the sum paid by each individual?—I think it has.

609. (*Mr. G. Smith.*) Supposing any parish should become capable of paying entirely for the education of their own children, and supposing that they were willing to do so, would the Government aid stand in the way of their making that effort?—I think every one feels that if there is this grant voted, and he can without any material difficulty comply with the conditions of it, he is not called upon to let it go without his own appeal to it.

610. (*Rev. W. C. Lake.*) Is not such a case as Mr. Goldwin Smith is speaking of, where persons could as a rule afford to pay entirely for the education of their children, a very rare one, particularly in agricultural districts?—In the agricultural districts I am perfectly certain that even a tolerable education could not be got by the fees of the parents. There are certain parts of the country where wages are extremely high, and where if they regarded education as their first duty, parents might dispense both with voluntary subscription and with Government grants; but those parts of the country are few.

611. What sum do you think that parents, as a general rule, supposing them to be interested in their children's education, could be reasonably expected to contribute for that purpose, assuming the wages to be 10*s.* a week?—My answer must necessarily be a general one, and founded not upon very precise data. I do not think that they could possibly afford to pay more than 4*d.* a child. How nearly they can approach to that rate, depends, I think, very much upon their liking the school.

612. (*Chairman.*) Is not 4*d.* practically the highest rate, almost without exception?—With the exception of that class of schools which I spoke of on the first day of my examination; and, with regard to a few children in them, 4*d.* would be quite the highest rate.

613. (*Mr. Senior.*) What is the highest rate in private adventure schools?—In many of the private adventure schools they pay from 6*d.* to 1*s.*, I believe.

614. (*Rev. W. C. Lake.*) In a rural district?—No, excepting for the sons of farmers, a private adventure school in a rural district is nearly unknown. I was speaking of towns. Sometimes a mechanic, earning considerable wages, does not choose, upon any terms, to send his child to a charity school. Those private adventure schools have chiefly a

smaller number of children, and the instruction is very much more individual; the master teaches them singly.

615. Supposing the people somewhat to advance in their zeal for education, could we calculate upon their paying more than 3*d.* or 4*d.* at the outside, where the wages are not above 10*s.* or 11*s.*?—My own impression, certainly, is that in large parts of the agricultural districts where they have families, they could not possibly pay 4*d.* a week.

616. Then 2*d.* or 3*d.* a week would, you think, be a more general average?—If I had to work a school of the kind myself in a poor part of the agricultural world, I should fix the general fee at 2*d.* a week, and I should use my own discretion as to certain parts of the population in making them pay 3*d.* or 4*d.*

617. (*Chairman.*) Following up the results of this system, has the period of attendance of the scholars been increased of late, and, if so, do you think that that increase is at all attributable to the parliamentary grants?—I find, in the proportion of scholars who receive the capitation grant to the number in average attendance, a tendency to increase; not a very rapid one, but a tendency; therefore, to that extent, I think it may be presumed that the capitation grant has acted upon the attendance.

618. Do you think that the per-centage of children leaving the schools who are able to read, write, and cipher with tolerable ease, is increased?—I think that it must have increased. Some years ago I think that the schools in which it was possible for them to leave with that knowledge were far fewer than at present, even if the attendance is no better now than it was then. At the time when I myself examined those three counties in Wales to which I have referred, the schools which it could be hoped that the children would leave with a fair knowledge of reading and writing and figures, were very few and far between.

619. Do you attribute that to the improved character of the teachers, to or the greater regularity of attendance on the part of the children, or to both combined, or to other causes?—I think that the improvement of the teachers has been the main cause, as regards that particular fact. I think that all those causes, which have tended to improve education, have also had their effect.

620. Do you think that these various improvements which we have been discussing could be still further increased as regards the schools now existing, and could be extended to any great number of additional schools, if the Privy Council system could be extended over the whole country?—I think that the standard of an ordinary school under inspection may be called a satisfactory one. I think that if the children regularly attended a school of that kind up to a moderate age, say even 11 years of age, they might leave with a very competent education for their own purposes in life. I do not think that the standard of those schools requires to be raised; I think that it is very fair as it exists in relation to the world outside them. I have previously stated that more attention might be given with advantage to the elements of reading, writing, and arithmetic, but that is an improvement of detail such as the schools in their present state are perfectly capable of making. Supposing that the present system were capable of extension (making that answer subject to the former answers which I have given), a good type of school, I think, would become multiplied over the country.

621. You see no reason why the improvement should not continue, if the Privy Council system could be continued and extended?—I think that year by year a certain number of places, which had failed to reach the aid in the preceding time, would struggle within its terms. I think that that progress, as it went on, supposing that you did not give additional forms of aid, would become slower, because you have a constant

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residuum. The comparatively small aid offered in 1846 brought in a great number; you increase that aid, and a certain number more come in; if you stop for several years together, there is still a certain number constantly arriving within this limit of aid, under the pressure of all the influences which tend to improve education generally. But undoubtedly progress has a tendency to become slower as you approach the cases of greatest difficulty.

622. (*Mr. G. Smith.*) Do you think that the system of aid could rationally be confined to the classes at present receiving it; do you think that the small tradesmen and the farmers might not lay claim to aid for educating their children according to their system, as well as the prosperous mechanics, or the well-paid labourers?—The answer to that question depends upon this, how far it is a valid argument for any person in the kingdom to say, "I ought not to be taxed for some one else's "benefit." I suppose that the middle class, in their social position as employers of labour and as neighbours, reap an indirect benefit from all that improves the classes below them. If you have an intelligent and well-conducted working class, that is an advantage to every one in the community.

623. Do you see a clear line between the classes now receiving aid and the classes immediately above them?—I think it is an exceedingly difficult line for the State to lay down, but it is found in practice that the feeling of independence operates very strongly, and that as soon as the people can pay for their own education, as matter of fact they do so.

624. (*Chairman.*) Is it not the fact that the State at present does not lay down any such limit; these schools, when built, are open to the children of the farmers and of those above them, if they choose to resort to them, and therefore they themselves draw the limit of the precise rank of life which shall avail itself of the use of these schools?—Very much so. If a school was filled with that class of children, or was even largely attended by them, and the Government was aiding it, they would at once raise the question, whether such a school was filled by the class of children for whom the Parliamentary grant was intended. The bottom of the shop-keeping class and of the farming class—but these classes, compared with the labourers, are not numerous—send their children, to a considerable extent, to the schools aided by the State. The others, who do not send their children, draw the line themselves.

625. (*Mr. G. Smith.*) But the education is intended for a particular class, namely the lowest?—The education is intended, I should say, for the children of those persons who live by manual labour and by wages.

626. (*Mr. Miall.*) Do you not think that there is a probability, supposing the system were extended, and were universal throughout the kingdom, that the next demand would be for schools for the middle classes, made by those classes themselves?—I think it is very possible that such a demand might arise. I think that if the Government wished to do so, they might be able to resist it.

627. Assuming that it is correct that this system has given a great fillip to the public mind in regard to education, and that it has, for the time being, both increased the quantity and improved the quality of education given to the poor, and thereby has accomplished a great work, is it to be assumed that the system will be needed in permanence in order to keep up that quantity and quality of education for the poor; is the system temporary, and does it, regard temporary objects, as we are passing through a state of transition, or is it to be ranked amongst the permanent establishments of the land?—On that point I have made an extract from a speech of Lord John Russell's on the 6th of March 1856, when he introduced an education bill into the House of

Commons; he used these words, "Before proceeding to consider these "subjects, allow me to say that I do not think it was intended by those "who in 1839 commenced this system, that its plan should be such as "to pervade the whole country; on the contrary, the object was rather "to create models of teaching and to exhibit such improvements in "the mode of education that the obstacles which stood in the way of "a national system might in the process of time be removed, and a "scheme propounded for which experience might be said to presage "success." Lord John Russell was one of the Ministry who introduced the system of 1839, and he there states that it was not the intention of those who did so that it should pervade the whole country. There is also a statement of Lord Granville's in the House of Lords, 13th March 1856, which bears upon the same point.

628. (*Rev. W. C. Lake.*) Do these statements appear to contemplate the permanent establishment of some general system with Government aid?—I think they contemplate legislation.

629. (*Mr. Miall.*) Was it contemplated to extend the Privy Council system to the whole country, and to render it a permanent establishment, or was it merely contemplated to aid education for a time, ceasing those efforts in proportion, for example, as the people of the country valued education and were able to pay for it?—I think that I could only answer that question by quoting the opinions of those who were responsible to Parliament for the introduction of the system, and it certainly appears that they did not contemplate it as a permanent system, but that they contemplated it as paving the way for some other system.

630. (*Mr. Senior.*) It would be possible, of course, to discontinue any further building grants, but how far would it be possible, without a breach of public faith, to discontinue any of the existing grants for the maintenance of schools?—I do not imagine that Parliament is pledged to continue any grants from year to year longer than it might see fit to do so.

631. Where there is a schoolmaster who has been educated to that profession, and receives an augmentation according to his certificate, could you, without a breach of public faith, suddenly say, "We will give "him no more;" must you not continue all the payments now existing in which there is a vested right?—I should say that there was not a vested right, and that it was not necessary to continue those grants, after reasonable notice.

632. Have they not a right from expectation?—They could interpret the security as they liked; but I should not say that these grants amounted to contracts.

633. Men have formed all their schemes of life upon them?—It would of course remain to be shown whether they suffered from the withdrawal of them.

634. (*Mr. G. Smith.*) Supposing that they must be considered to a certain extent as contracts, would they run out in any given period of time?—Of course if you treated every augmentation grant as a contract, it would not run out, so long as the person who had received it was employed in a school which fulfilled the conditions of it.

635. (*Mr. Senior.*) Pupil-teachers are apprenticed for five years?—Undoubtedly it would take five years to wind up the pupil-teacher grants.

636. Then a pupil-teacher has an expectation of being a Queen's scholar?—I do not think that, in dealing with large classes, it has been usual to treat every expectation of that kind as constituting a permanent claim upon the State. A pupil-teacher, at the end of his term, would have no difficulty, as daily facts prove, in getting other employment, supposing he was not wanted as a schoolmaster; he has had a very good education, and he has been paid for his work up to the age of 18.

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637. (*Mr. G. Smith.*) Does your experience lead you to think that it would be possible to form local boards to act under a central board; have you ever entertained that idea? — I have found that every official effort, however modest, to combine people in the voluntary work of education—which is all that my experience extends to—otherwise than on the denominational plan, has failed. I think that my colleague, Mr. Chester, will be able to give you some important information upon that point, with regard to secondary education, as far as the examinations of the Society of Arts are concerned. For the purpose of examination only, I think that the Council of the Society of Arts has been able to form local boards on a strictly local principle. But as far as the administration of elementary schools under inspection is concerned, everything of the kind which has been attempted or suggested has been unsuccessful.

638. (*Rev. W. C. Lake.*) On account of the difficulty of combining in it the members of different denominations?—Yes.

639. You said, in your last examination, that supposing you had any local body responsible for the education of the district, a great deal of the detail of the Committee of Privy Council might be dispensed with?—Yes, I think so; but I meant also that, in proportion as the Committee of Council dispensed with detail, it was not to provide funds.

640. If the number of inspectors were multiplied, or if they were able to be discharged of the mass of details which now burthens them, would they at all supply that want?—I think not; I have given a great deal of attention to that subject, and I have had some experience upon it. While I held the commission in Wales to which I have alluded, I did not often refer to head-quarters. Most of the clerks' labour, which was a great deal, I did by clerks who were provided for me on the spot. I am sure that it cost me three times the labour which it would have cost if it had been done at a central place; and what I have said with respect to the subdivision of work, and the necessity of maintaining uniformity of administration between the different religious bodies, would be infinitely increased if you allowed the administration to take place not only under ten or a dozen separate heads in one office, but under ten times as many different heads scattered all over the country. The administrative work, must be done somewhere, and it can be done with much greater accuracy and economy at head-quarters than it can be done in detail. I have given a great deal of attention to that point, and my opinion is very decided with respect to the purely administrative work, that, on the whole, it is done with greater economy and greater accuracy at head-quarters.

641. Would a local body or a local person, looking into the education of a district, effect much saving in point of economy?—I think that one consequence of a central fund is that a great many things which would suffice in an individual case, if referred to a centre, cannot be approved of, because the minimum inevitably becomes the standard. I think that that is one element of expense necessarily attending a central system.

The witness withdrew.

Adjourned to Friday next at 12 o'clock.

Friday, 2nd December 1859.

PRESENT :

His Grace the DUKE OF NEWCASTLE.
The Rev. WILLIAM CHARLES LAKE, M.A.
The Rev. WILLIAM ROGERS, M.A.
NASSAU WILLIAM SENIOR, Esq., M.A.

HIS GRACE THE DUKE OF NEWCASTLE IN THE CHAIR.

HARRY CHESTER, Esq., examined.

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642. (*Chairman.*) Will you state what offices you have held in connexion with the Committee of Privy Council on Education?—When the Committee of Council was first established in 1839, I was appointed to be the second officer of the establishment, and for the last few years I had the title of assistant-secretary. I filled that office until the end of last year; on the first day of this year I obtained permission to retire, finding the strain of the work and the confinement too much for my health.

643. Then you have had experience of the working of the system from its commencement down to January last?—Yes.

644. Will you state to the Commission what you consider to have been the principles upon which the Committee of Privy Council was formed, and by which it was guided up to the time that you left it?—The Queen expressed her desire that the youth of this country should be religiously brought up, and she appointed the Committee of Council to superintend the disposal of sums voted by Parliament for the promotion of public education in such a way as might stimulate and assist, but never supersede, local efforts for the education of the poor. This was to be done without interfering with the religious peculiarities of different bodies, and so far as possible the schools which were to be aided were to be connected with religious congregations. It was requisite that the Bible should be read daily in every school which received assistance from the Committee, and that the right of inspection should be permanently secured in all cases. Those I think were the principles upon which the Committee was founded.

645. (*Mr. Senior.*) Which were afterwards deviated from in the case of the Roman Catholic and the Jewish schools?—Not altogether; the Roman Catholics read their version of the Bible, and the Jewish schools read the Old Testament. This is the theory; whether they do it in fact or not, I do not know.

646. The inspector cannot ascertain what religious instruction the Roman Catholics give?—It is only in the case of schools connected with the Church of England that the inspector has a right to inquire into the religious instruction given. The managers of a school applying for a grant from the Committee are expected to state that the school is to be a religious school in which the Bible is to be read daily, or that the school is to be founded on one of the recognized bases which imply that condition.

647. (*Chairman.*) Is no such right reserved to the Privy Council in the case of dissenting schools?—It is specially excluded.

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648. (*Rev. W. C. Lake.*) Was it mentioned in the original draft of the objects of the Committee of Privy Council that the school must be connected with a particular religious body?—Not in the original draft; not in the Order in Council by which the Committee was established. That order merely appointed the Lord President of the Council and other cabinet ministers to be a committee to superintend the appropriation of funds voted by Parliament for the promotion of public education; but controversies arose at a very early period, in the first year of the existence of the Committee; and arrangements were come to with the Archbishop of Canterbury, and the other bishops representing the Church and the National Society, and with other persons representing other bodies; and that basis was then in fact virtually created.

649. (*Chairman.*) As regards grants of money, the principle of the working of the Committee of Privy Council has been to encourage voluntary efforts by grants in aid, has it not?—Yes.

650. Has that principle been adhered to throughout in the working of the system?—Yes, I think so.

651. In the case of the capitation grant?—The capitation grant is not required to be met by any specific sum, but the capitation grant is given only in cases where a certain effort has been previously made, that is to say, where a certain amount of instruction has been obtained by a certain number of children.

652. Is not the principle upon which the capitation grant is offered a different one from that which was laid down in the case of grants for building and pupil-teachers?—It is different from grants for building, in so far as no specific amount is required to be met by it, but no specific amount is required to be met in the case of the pupil-teacher. The stipend paid by the Committee of Council to the pupil teacher is partly in consideration of the amount of instruction which he has received in the school, and partly in consideration of the services which he has rendered to the school. No contribution is made by the school directly to meet the grant of the Government to pupil-teachers.

653. (*Rev. W. C. Lake.*) Is it not implied, however, in the case of pupil-teachers, that the school must have a master of a particular character, and that the apparatus of the school must be of a particular character?—Certainly.

654. So that to some extent it may be taken that that secures a previous contribution from the school?—To some extent the capitation grant also secures that, because it requires a certain number of days' attendance on the part of each scholar who receives it, and a certain condition of proficiency in each school. The principle is differently applied, but is more or less observed in each case.

655. (*Mr. Senior.*) Does not the capitation grant require either a certificated or a registered master?—I think that it does.

656. (*Rev. W. Rogers.*) It does not require that there should be pupil-teachers in the school. A school without pupil-teachers may have capitation?—I think that that is so.

657. Is it certain that a man must be certificated or registered in order for the capitation to be received?—I think so. I am not so certain upon these points as upon some others, because they did not fall so much under my own observation.

658. You were connected more with the buildings?—Yes, and with all general questions; but still I have some knowledge of the others.

659. (*Chairman.*) With reference to that part of the system with

which you had most connexion, namely, the buildings, what alterations in the system took place between the commencement of the system and the time when you left the office?—In point of rate of grant, the first course adopted by the Committee was to grant, at the rate of 10*s.* for every child supposed to be accommodated; that implied that there was an area equal to six square feet for each child; that was taken as the regulation previously in force at the Treasury. Then the Committee extended their grant to 15*s.* per six square feet, when a house for a teacher was included; and then I think it was raised again to 15*s.* where there was no house, and 20*s.* where there was one, and there it remained until, I think, 1852. I forget the exact date without having the minutes before me; and then a much larger rate was introduced, which is now more or less in force, of 4*s.* per square foot, where there is no house, and 6*s.* per square foot where there is a house; very recently, since I left the office, they have made an improvement upon that rate, by granting 4*s.* per square foot in all cases, whether there is a house or not, and a definite proportion of grant in respect of the house or houses. At first the grants were made merely to schools in connexion with the National Society and the British and Foreign School Society. Then the rule was so far relaxed that special cases were allowed to be presented; that rule did not exist long; it was very soon broken down; it was, in fact, impracticable to carry it out; all exceptional cases became special; and, if the promoters of a school could show that the Bible was read daily in it, that they could raise the proportionate sum then required to meet the grant, and that there was a reasonable probability that the school would be efficiently maintained, they were permitted to take the grant.

660. Under the rules which were in force up to the last alteration, what should you say was the proportion which the grant in aid bore to the sum raised by voluntary efforts in each school?—I think from one-fifth to one-third.

661. Were you not obliged to lay down very unbending rules with reference to your grants to schools?—Yes, certainly.

662. Some of these rules were of course applicable to some classes of schools, to those in large towns, for example, but very inapplicable to others, such as schools in the country?—I do not think that the rules were inapplicable to either town or country, excepting in respect of the grants for the masters' houses. The schools being much smaller in the country than in the town, the rule which measured the floor of the school-room over again as the measure of the grant towards the house, operated very much indeed in favour of the large town schools, and very much against the small country schools. It often happened that the grant towards the house exceeded the whole cost of the house in the town, whereas it did not amount to one-fourth of the cost of the house in connexion with the small school in the country.

663. Were you not obliged, in order to secure adequate accommodation and other objects in towns, to lay down rules which might, without any detriment, have been dispensed with in the country?—No, it does not at this moment occur to me that there were any such rules. With respect to playgrounds, I think it inexpedient that a school should be built anywhere without a playground, and I think that the whole of the children in every school should be systematically drilled. I think that the general character and health of the population would be thereby very much promoted; that cannot be done unless there is something like a playground in connexion with the school.

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664. (*Mr. Senior.*) What time would it require for all the children to be drilled?—A very short time, 10 minutes every morning would be sufficient.

665. (*Rev. W. Rogers.*) In fact, they are now all drilled to a certain degree, are they not?—I think that they are not systematically drilled.

666. (*Chairman.*) With reference to the answers which you have given, is it not the fact, that your rules frequently entailed upon schools an additional expense, pretty nearly equivalent to the sums which you gave, without any adequate improvement of the schools themselves?—I should answer that question, including the last part of it, in the negative. I think that what the Committee of Council required was, what ought to have been provided by the schools, even if not required by the Committee itself. I think it is quite true that the requirements of the Privy Council sometimes involved an increase of expenditure equal to the whole of the grant, but not often. Although I found the applicants for grants very frequently complain beforehand of the expense to which they were put, I do not know that I ever found a case in which they afterwards regretted that the expense had been incurred; and it very frequently happened that people came and thanked us, and to this day I receive the thanks of schools, for having involved them in a great expenditure, which they now find has turned out very beneficially towards the schools.

667. Have not many instances come within your knowledge in which, if your rules would have allowed it, your own exercise of judgment would have induced you to have sanctioned a less expenditure?—No; because if our judgment would have induced us to sanction a less expenditure, we should have sanctioned a less expenditure, our rules were not so iron as that. We did in some cases, under circumstances which were thought to be prevailing, allow deviations from the ordinary rule.

668. What sort of deviations did your rules admit of?—Sometimes it was permitted to the parties to have only two bed-rooms instead of three, which I myself always regretted; I would never have allowed a house to be built without three bed-rooms, one for the parents, and one for the children of each sex; but it was occasionally allowed. Sometimes I have known, but in very few cases, and where there seemed to be very great difficulty, in very small schools which were built, only one bed-room required, and merely a little parlour and kitchen without any scullery. In some cases porches for caps and cloaks, in the early period of the administration, were allowed to be omitted; fittings of a somewhat less expensive character than ordinary were sometimes allowed, and in towns, and even in the country, playgrounds were occasionally allowed to be omitted, where there seemed to be very serious difficulty in obtaining them. On the other hand, in towns, the rules of the Committee of Council were so far relaxed that very much larger grants were made in consideration of the greatly increased expenditure in connexion with the site. I have known the Committee of Council make an extraordinary grant of 1,000*l.* or 2,000*l.* or 3,000*l.* because the site had to be purchased at an amount which took it entirely out of the ordinary class of cases with which we were dealing. With regard to the area in the school-room, I suppose your Grace means that, there being more air outside the building, less space would be requisite in the inside of the building, in the country. But we always calculated the area, not merely with reference to the cubical quantity of air to be breathed by the child, but in reference to the space which was necessary for each child, according to the peculiar organization of the school. Therefore I should say that the area which was

necessary for a school in London was also necessary for a school of an equal number of children in the country.

669. (*Rev. W. C. Lake.*) You think then that the rules for building adopted by the Privy Council, admitted of very considerable latitude in their application?—I am afraid I may give a false impression by using such an expression as "very considerable," but they certainly did admit of a certain amount of discretionary latitude. We were always very unwilling to admit beforehand that any latitude or any discretion was possible, because our experience led us to see that people would always strive to obtain the minimum. That was the case with reference to the term of years for which a site was to be obtained, as also upon all questions of this kind. If the parties saw that the requirement of the Committee of Council could be relaxed, they would always make the greatest possible efforts to get it relaxed. In the first instance, therefore, at any rate, we used generally to hold them very much at arm's length, until we were perfectly satisfied that their reasons were *bonâ fide* and sufficient, and then we made a relaxation.

670. Have the building regulations led to the adoption of a very much improved style of school buildings throughout the country?—I have not the least doubt of it. They have absolutely revolutionized the whole system of building schools. When first I was connected with the Committee of Council, we could scarcely get the applicants for grants to send up any plans to show us what they were going to do; they did not build schools from plans; the village bricklayer and the village carpenter built them by rule of thumb; anything was thought good enough for a school. I remember that when they did send us plans we sometimes got a little scrap of paper with a pen and ink or pencil sketch upon it. The parties now send up elaborate plans, working drawings, and specifications, and as much pains are taken to plan and properly construct a school as any other building of importance.

671. My question does not refer solely to the improved type of buildings which you have established, but I wish also to inquire whether it has been very extensively adopted, and has been found not to be above the means of country parishes?—I believe that in very few cases indeed the requisitions of the Committee of Council have proved finally impossible to be complied with. I have known many cases in which persons have come to the office, and have remonstrated against our objection to a particular site, which we thought insufficient or objectionable in some point of view, and they have scolded and complained, and said that we were without bowels, and have attributed the greatest possible cruelty to us. Perhaps a week or a fortnight afterwards the same persons would come back, and say, "We are so much obliged to you now for the "objections which you made to our site. We are quite satisfied it "was a very bad one; we could not get a better one when we saw "you, but the day after we saw you the most eligible site in the "whole district was offered to us, and now we have got it." I have known a very large number of cases in which people who have at first objected to our requisitions, have afterwards expressed themselves very grateful for them.

672. Then you think that not only have your requisitions led to an improved style of buildings being adopted, but also that in many cases they have stimulated subscriptions, and caused them to be larger than they would otherwise have been?—I am sure that that has been the case. We have had people applying to the office who have said that they would be willing to subscribe to the promoting of a school, provided it was built in the style which they considered

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suitable, but that they would not have anything to do with promoting a poor miserable affair.

673. (*Rev. W. Rogers.*) You have mentioned the question of site. No grant is ever given, except where the site is a freehold, is it?—Yes, it is. The rule of the Committee of Council is, that nothing short of a freehold interest shall be accepted, when a freehold interest can be granted. It is not sufficient for the parties to come and say that they cannot get a freehold site, that the landowner does not choose to grant it, and that he will only grant a leasehold, because the Committee of Council found, that, if they said they were willing to accept a lease for 99 years, very few people would give the fee simple, and if they said they were willing to accept a lease for 66 years, very few people would grant a lease for 99 years; but by laying it down very broadly that the fee simple was a necessary condition, the parties have always been put to their utmost endeavours to obtain the fee simple, and they very seldom failed to obtain it. When the Committee of Council was satisfied either that the fee simple could not be granted, as has been the case with Sir John Ramsden's property, at Huddersfield, or that there were peculiar circumstances, such as the principal landowner being a Roman Catholic, and therefore unwilling to grant the land to a Church school, or to a Protestant school of any kind, or *vice versâ*, then the Committee of Council gave way and accepted a leasehold tenure; in many cases a leasehold tenure has been accepted.

674. Have you known any cases in London in which they have abandoned the grant because they could not get a freehold site?—There may have been such cases, but I cannot at present call to mind any such case. They have often said that they should be obliged to abandon the application on account of that condition, but I should be surprised to find that any application has really been abandoned on that ground. If such has been the case it has probably arisen from their not sufficiently appreciating the facilities afforded by the School Sites Acts for the conveyance of sites in fee simple.

675. (*Chairman.*) Has the Committee ever placed any restrictions upon, or exercised any jurisdiction over the architectural designs of the schools?—Yes, of late years invariably. At first we were afraid to do it. The applicants for grants would not allow us to touch their plans, but for many years the Committee of Council has exercised the right of approving or disapproving of every item connected with the undertaking, namely, the site, the terms of conveyance, the term for which it is granted, the sort of school to be established, the plans, specifications, and estimates: every particular requires the approval of the Committee of Council.

676. What has been the general view of the Committee as regards architectural design?—The idea was that unnecessary expense should not be incurred, but that the building should be well proportioned, pleasing to the eye, and suitable to the particular school and its appropriate organization. The Committee of Council has published certain diagrams, types of schools, and these, when an application was received, were sent to the applicants, and in every case they were called upon to prepare their plans and to send them in; when they came they were referred to the architect of the department, and if he saw in them any misarrangement which involved waste of space, or any serious defect of any sort, anything which was unsubstantial or bad in any way, he would point it out, and a letter would be written to the parties requiring an alteration; sometimes plans were sent back three or four times to be corrected.

677. If there was anything in the design which you considered a superfluous ornament, was it your practice to decline giving any grant in aid of that superfluity, or did you check it by refusing a grant at all, or by exercising any other power?—If there had been ornament which we thought beyond all doubt excessive, we should have objected to the ornament as excessive. I do not know that we should have finally required them to omit it if they had pressed for it. I have known cases in which individuals have made special subscriptions to retain ornaments which we have objected to. It must be remembered that our grants did not amount to one-half the total cost. If, therefore, the parties chose to lay out more money of their own than we thought expedient, after pointing it out and remonstrating against it as a waste of money, we did not absolutely require that it should be given up.

678. If, on the other hand, the style of the building was unsuited to its object, and looked more like a barn than a school, what was your course in that case?—Probably our architect would have made a little sketch showing how, without any increase, or any serious increase, of expense, a better appearance might be given to the building, but we never required them to make a building ornamental so as to increase the expense beyond what was necessary.

679. Has your experience enabled you to judge whether the architectural design of the school has a material bearing upon the minds of the scholars?—I think that there is no doubt that it has. I think that all the circumstances by which they are surrounded must operate upon their characters, and that it is important that the building, as everything else about them, should be in good taste.

680. And is it not the case that the parents of the scholars become fonder of the school if its situation and general appearance are pretty than if they are sombre and unpleasant?—Yes, they are proud of the school, and so are the children; it is a proclamation to the whole neighbourhood of the importance of education.

681. (*Mr. Senior.*) You do not object to unnecessary ornament if the applicants choose to pay for it?—We do not press the objection.

682. (*Chairman.*) What means have you at the Privy Council for ascertaining whether the building grants have been properly expended?—I am sorry to say that we have very insufficient means indeed; the parties are called upon to certify both by themselves and by their architect, that the whole of the works have been executed according to the sealed plans, specifications, and estimates; and the inspector is directed when he goes round to examine the building as far as he can, but not being a professional person his examination is really of little value. We have many times altered the form of the certificate in order to make it more stringent, and latterly we required two certificates, one from the building committee and the other from the committee for managing the school. Where they happened to be, as they only sometimes are, different bodies, we found it work rather well, because the body which was going to make itself responsible for the permanent management of the school had an interest opposed to that of the building committee, who wanted to get rid of their charge; of course the permanent committee were not willing to accept the building in a state which was likely to involve them in annual expenditure.

683. You make a condition that the committee shall submit to an audit of their accounts, do you not?—Yes.

684. What provision have you for auditing the accounts?—The inspector is directed, upon his first visit to the school, after the grant

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has been paid, to audit the building accounts. Before that takes place, we require the parties to send up their accounts and the balance sheet to us, and we examine them with all the documents in our office. Very often inaccuracies are detected and pointed out, and the payment of the grant is suspended; but those inaccuracies much more frequently arise from people not knowing how to make out their accounts, or from their misunderstanding the obligation under which they have come, than from any intention of dishonesty. One of the conditions on which the grant is made, is, that it shall not be claimed until the whole of the rest of the expenditure has been provided for by absolute donations, actually paid and expended. We used to find that the parties were very often in the habit of borrowing money, and then, as there was no lien on the school, which, of course, there could not be, because the School Site Acts did not allow the property to be mortgaged, they said that there was no debt, because there was no debt in the nature of a legal mortgage on the school, and they claimed the payment of the grant, although the certificate which they signed said that there was no debt of any kind, whether of legal or of moral obligation. We had a great many very disagreeable cases of that kind, and we altered the form of certificate many times to catch them, and I think that at last the certificate was made so stringent that it was almost impossible to be misunderstood by the most willing interpreter.

685. Are your inspectors, generally speaking, competent to audit building accounts?—It is a very simple matter to audit the account; they have merely to see the accounts which the Council Office has passed, and to ascertain that there are vouchers for each item in them. I think the inspectors are perfectly competent to discharge that duty. I do not think they are competent to make a professional survey of the building, which of course, when it is all covered in and completed, is very difficult for even a professional person; the examination of a non-professional person may be useful as something held out *in terrorem* over the parties, but it is otherwise of very little value. If the building has been so very badly constructed as to show large cracks, and things of that sort, which the inspector cannot fail to see, he reports it, and a letter is sent down requesting explanation, and requiring the parties to put the building in proper repair. It is very difficult, however, to enforce the execution of repairs; very probably the parties with whom we correspond, after the grant has been paid, are successors of those who obtained the grant, and there are no means, except good feeling, of entailing the responsibility upon the second parties.

686. But are there not many other points which ought to be considered in auditing building accounts, besides those which come within the province of a surveyor; such, for instance, as excessive charges by the carpenter for foreign timber, by the bricklayer for bricks, or any other items of that sort; and are your inspectors competent to go into the details of an audit of that character?—They are certainly not competent to conduct an audit of that kind, but I do not think that that is any part of their duty; that is a part of the duty, and a very important part of the duty, of the architect in the office. He has sent up to him before the building is commenced, plans and specifications, and estimates in detail, of everything which is to be done. It frequently happens that the architect says, "These charges are too high; this "floor is above the average; this timber is too high." He makes objections of that sort, and the estimates are sent back and revised; but, when the grant has been paid, it implies that the Committee of Council has approved of the estimates as well as of every other part of the

case; and the inspector, if he were ever so competent, could not re-open that question; all that he can do is to see, as far as he can, that that which the Committee of Council has approved of has really been carried into execution.

687. (*Rev. W. Rogers.*) Have the inspectors directions to go to a school which has only received a building grant, and not an annual grant?—The pressure upon the inspectors is so great that practically they very seldom visit the schools which have received building grants unless they also apply for annual grants.

688. It might really happen, then, that the money might be given and no school be built at all?—It is barely possible that that might happen, but it is to the last degree improbable; it would be a very clever person indeed who could carry through that fraud from beginning to end. I do not think that such a person exists. In a very few cases the architect has been sent to visit schools, but his time is very much occupied, and of course to keep architects in sufficient number to visit all the schools built in different parts of the country would involve a very heavy charge indeed.

689. (*Chairman.*) What is the strength of your establishment of architects?—There is only one architect, and he has his clerk; the clerk is not paid by the office, he finds his own clerk; the Council Office merely looks to him.

690. Is one architect quite able to get through the work of that office?—I think that perhaps if he had more time it might be a little better done, but I think upon the whole it is very well done; he is a very intelligent quick man, and, after all, these plans do not involve a great variety; the varieties are within a limited range, and even an unprofessional person like myself who is accustomed to plans can see at once the particular points in which there were variations. Of course a professional man like Mr. Hawkins sees the points very rapidly indeed.

691. (*Rev. W. Rogers.*) With respect to the grant for the building, does the 4*s.* per square foot include the fittings?—Yes.

692. No additional money is given for fittings?—No; grants specially for fittings are only made in cases where the building already exists, and no building grant is made.

693. (*Chairman.*) I understood you to say, in explaining the alterations which had taken place with reference to the building grants, that the proportion of aid had been increased?—Certainly.

694. That, I presume, was in order to let in districts which had hitherto been unable to raise funds to meet your rules?—Yes.

695. What has been the consequence of that proceeding? Has it not been to bring under the new rule the original class of schools, which were quite competent to have provided the proportion which they would have been required to provide under the old rule, so that they have received a larger proportion from the public fund than was requisite in their particular cases?—Certainly that must have been the operation in some cases, but on the other hand I have no doubt that it has caused to be built a large number of schools, which under the lower rate would not have been built for years to come.

696. You have never attempted to maintain two different rates for places of different degrees of need?—No. I think that an attempt was once made, but it was not made effectually; it failed.

697. All your experience in that respect, I suppose, would lead you to a conviction that any such attempt, whether as regards building or any other matter for which a grant is given, would be futile?—Perfectly, and mischievous. I think that it would open the door to a

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great deal of jobbing, and a great deal of improper laxity. I think that it would let in parliamentary influences, where they have been hitherto very well kept out; and I do not think that any places are poor in the sense of the Committee of Council. Many places are inhabited by the poor, but I do not think that any places are so poor but that they could through the non-resident proprietors and the resident poor, as well as rich, raise the sum which is now required by the Committee of Council to build a school.

698. Still the need of the poorest of those districts which you assist regulates, in fact, the amount of grant to the richest?—It does.

699. (*Rev. W. Rogers.*) There is no doubt that Bethnal Green is poorer than St. George's, Hanover Square?—St. George's, Hanover Square, is a very wealthy parish in one sense, but it is not a place where people are prepared to make such large contributions towards the building of schools as they are in other places quite differently situated. People do not feel the parochial obligation so much in London as in the country. They say that they have to build schools on their own estates in the country, and they therefore do not take the same interest in education in London. Then the cost of obtaining a site in St. George's, Hanover Square, is enormous; the difficulty is very great. There is a case in Curzon Street, May Fair,—Mr. Ernest Hawkins's case,—in which there has been the greatest possible difficulty in obtaining a tolerable site. I do not know whether they have not been obliged, after trying for two or three years, to give up the plan which they had of building a really good school, and merely to patch up their old schools, and to get something which a parish in the country would be almost ashamed to have.

700. That was what I alluded to when I asked you whether you did not know cases in which the grant had been abandoned?—It was not abandoned in that case when I left the office; I think there was a difficulty with regard to the title. I think that some part of the property was held upon a bad title. I do not know what has become of that case; when I left the Council Office it was going on.

701. Still the same amount of grant is given to St. George's, Hanover Square, and to Bethnal Green?—Precisely. At one time a somewhat larger grant used to be given to such a parish as Bethnal Green. Bethnal Green was considered an exception to all general rules, but of late years no distinction whatever has been made except in the case of a school in connexion with St. Thomas's Charterhouse, that is the only exception which I know of.

702. (*Mr. Senior.*) We will now ask your opinion as to the existing defects and the possible improvements in the organization of the office; in your experience was the office very much oppressed by business?—It has always been more or less pressed by business.

703. Can you suggest any defects in its existing organization to which that pressure may be attributed?—The only remedy which I know for over pressure of business, is to enlarge the staff, or diminish the business. I do not know that the organization of the office is particularly in fault; I do not myself think that a president, a vice-president, a secretary, and two assistant secretaries is the best form for the staff. I think that possibly the vice-president is in an anomalous position, and that it might be better to have two secretaries, but I do not know that that would have made much difference in the pressure of the work. A great evil in the amount of work has been, I think, that the office has been so absorbed by the day's work, that there has been very little time to consider what improvements might be made in the system; and of late years there has been no attempt what-

ever to combine different religious bodies, or to supply what was defective in the system as a general system, and to lay the foundation for something really like a national system of education. It is impossible for a person worked as the secretary, Mr. Lingen, is to have time at his disposal to enable him to consider those questions properly, and the vice-president and the president hold office for a very short time, and probably one set of those officers may take views somewhat different from the previous set, and minutes get reconsidered and altered.

704. (*Rev. W. C. Lake.*) You say that no attempt has been made of late years to take any general view of the education of the country by the administrators of the office?—When the Committee of Council was first established, it was not intended to be a permanent system, which was to provide education for the country; it was to prepare the way for something general and permanent, really national; and during several of the first years of its existence attempts were made to introduce bills to provide a real national system of education. All those attempts failed from various causes; Parliament was extremely unwilling to entertain such questions, and the Government naturally avoided them. On the other hand, that part of the public which was very much interested in education seemed to like the existing system very much, and it has been gradually developed without much attempt to supply what is deficient in it.

705. You have described the early attempts to improve the system of education as failures?—They were rejected by Parliament.

706. To what do you attribute that failure?—I attribute it entirely to the feeling which at that time prevailed about religious difficulties, and the apprehensions, first on the one side and then on the other, that the Government desired to damage either the Church or the dissenters, that religion was to be destroyed, and to the very angry feelings which at that time prevailed.

707. You spoke also of some period at which a change for the better occurred, and education made a great advance; can you fix upon any such period?—I do not remember saying that, but I think that there has been a very great change in public feeling. I think that the religious asperities have been very much softened of late years, and that that which was totally impossible a few years ago would be quite possible now.

708. (*Mr. Senior.*) By what measures on the part of the Privy Council have those religious difficulties been got over?—I do not think that they have been overcome by the action of the Committee of Council on Education. The Committee of Council, after trying in the first instance to introduce a general scheme, which should be generally acceptable, has contented itself with administering the grants to the different religious bodies; that, of course, keeps up the spirit of religious rivalry, occasions a great waste of money, and greatly impairs the efficiency of the schools. Where a parish is only large enough to maintain one efficient school, if you set up two rival schools, they are always tearing each other to pieces, and you cannot get a good school; not only are the resources divided, and, therefore, neither school has sufficient resources, but one acts constantly as a refuge for those who are discontented at the other. If a child is punished at the Church school, its parents take it away, and send it to the dissenters' school. If it is punished by the dissenters, the parents take it away, and send it to the Church school. I have known many cases which have occurred, in which, at the commencement, it has been perfectly clear, and the parties themselves have admitted, that the parish ought to have only one united school; but still it has been impossible to get them to com-

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bine; and the Committee of Council, after a long correspondence, and repeated fruitless efforts, has been obliged to waste the public money, by making two grants to set up two inefficient schools, instead of one efficient school.

709. (*Rev. W. C. Lake.*) Do you find that it is now difficult, practically, to educate the children of churchmen and those of dissenters together?—Theoretically, there is a considerable difficulty; but practically, I think, there is now but little; the religious differences have been greatly softened of late years. In cases where the promoters of schools connected with the Church have been led to make arrangements for the admission of the children of dissenters to the schools under some apprehension as to the results, they have informed me that the results have turned out greatly to their satisfaction. Some years ago, I had a correspondence with the National Society on this subject, and obtained from them a declaration to the effect, that it was for the local managers of schools to exercise discretion on this point, provided they did so in good faith, and bearing in mind the purpose for which the National Society was established. Since that period the Welsh Education Committee of the National Society has expressed a strong opinion in favour of exercising "tenderness and forbearance" towards the children of dissenters who may be educated in the Church schools, and not requiring them to receive the whole of the religious instruction which, as churchmen, the managers might desire them to receive. This report has been published by the committee of the National Society itself, in 1857, with an expression of their conviction that the report of the Welsh committee will commend itself to the public. The more liberal systems adopted at Oxford and Cambridge, of late years, have had their effect on the public mind. The "local boards" for the examinations instituted by the Society of Arts almost always include persons of different creeds, and they have no difficulty in acting together.

710. (*Rev. W. Rogers.*) Do you think that the educational movement is retarded rather than advanced by the denominational system?—I think that education was greatly promoted by the denominational system in the first instance. I think it is the religious zeal of the congregations which is the mainspring of the effort.

711. But it is made much more expensive?—Yes, and in some cases much more inefficient. I think that the time has now arrived at which in a large number of places combined schools might be established on a religious basis sufficiently definite to satisfy religious zeal, and to preserve religious truth, but sufficiently elastic to allow of the admission of children of different denominations. I have known at the Council Office cases where persons, particularly the clergyman of the parish, have been very apprehensive beforehand that the effect of having a combined school, that is to say, admitting the children of dissenters without compelling them to go to church and to learn the catechism, would be destructive of his influence and be injurious to religion; but I never knew one instance in which a clergyman having done it has said that he regretted having done it. I have known cases where they have said that it has worked admirably.

712. (*Mr. Senior.*) You say that the Committee of Privy Council has been so overwhelmed with business of detail that it has not had time to direct its attention to general measures?—Yes.

713. Can you suggest any improvement in its organization, either by its enlargement or redistribution, by which that evil can be corrected or palliated?—I wish to say that, although I think that the circumstances of the time, when the Committee of Council was established, called for its establishment, and that the results have abundantly

justified its establishment, and entitle its chief author, Sir James Kay Shuttleworth, to a large share of public gratitude, yet the system of placing the education of the country under the control of a department of the political government appears to me to be vicious in the extreme; and I do not believe that, while that system is maintained without any mitigation, the public will allow the system to be extended, so as to cover the whole wants of the country with regard to education. Therefore, in any measure which I might suggest, for giving to the Committee of Council greater power, I should propose to make it more independent of the Government for the time being. I should have the Government represented in it, which, of course, is absolutely necessary, if parliamentary grants are to be given in any form; but I should give to it in some degree an independent character; and I should endeavour to connect it by representation with some of the great educational institutions of the country, such as the universities of Oxford and Cambridge.

714. (*Rev. W. C. Lake.*) Is it quite correct to say that the education of the country is placed in the hands of the Government, when the Government only professes to assist and stimulate voluntary efforts?—Perhaps that may not be a sufficiently precise expression; but although the Government only professes to assist voluntary efforts, yet giving parliamentary grants, and being bound to see as far as it can that those grants are not misapplied, the Government, through its inspectors, really does shape the whole course of the education of that class of the people for which the grants are made; and it not only does that in the elementary schools by the ordinary routine of inspection, as to the ordinary scholars, and particularly the inspection of the pupil-teachers, where a specific course is prescribed, but it also does the same thing in the preparation of the teachers. It virtually, in fact, prescribes and settles the whole course of the training of the teachers in the Normal schools, and it takes upon itself the functions of a university, giving degrees to teachers, male and female, and licences to teach with the assistance of, and under the sanction of, the Government.

715. Are you correct in stating that the Government virtually prescribes the whole course of the training of pupil-teachers, and also of the young men who are training in normal schools?—I think that I have, perhaps, rather over stated it. Perhaps it was not correct to say that it virtually prescribes the whole; but it virtually affects the whole. To a very great extent it does shape the course of training both of the pupil-teachers and of the masters and mistresses in the normal schools. Any course of study which was disapproved of by the inspector would operate so prejudicially to the school where it was found to exist, that it would be almost impossible, if not quite impossible, to maintain it.

716. (*Mr. Senior.*) What remedies would you suggest by which the Privy Council should be relieved from a portion of the mass of detail which is now said to exist. Supposing you had the power to reorganize or to alter the organization of the Committee of Privy Council, how would you do it, and what would be the results?—I do not see how it is possible to relieve the Committee of Council on Education from the multiplicity of details which are involved in the present system, unless you give up the plan of inspecting the schools, and ascertaining that the work is done before you pay the money, and substitute for that a system of simply testing by examination, and paying for results. I am not prepared to say that that would be as effective as inspection on a small scale; but it certainly would relieve the Committee of Council of nearly all the details, and would therefore be capable of application on a very large scale. One of the great defects

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which I think I see in the system of the Committee of Council is the great multiplicity of detail which is necessary to prevent the misapplication of the money; and from that, as well as from other causes, I draw the inference that the system is not capable of indefinite expansion; it is not capable of expansion sufficient for the wants of the country.

717. But are there no means, by an additional staff, by more officers, by better buildings, and so on, by which you could enable the Committee of Council to dispose of all these details?—I do not see how that could be done. I do not think that it is possible to give the public money to people without seeing in some form that it is properly applied.

718. Might not more power be given to the inspectors?—I think that that would be power not well placed; I think that the system of inspection has very nearly reached its limits; is comparatively less efficient now than it was when there were fewer inspectors. Of course, the more you increase the number of inspectors, the greater is the difficulty in getting proper officers. A great deal more work in inspection is done by the present body than was done by a less number, but I doubt whether, upon the whole, the work is as economically and effectually done by a large body as it was by a smaller one, and I doubt exceedingly whether the public would permanently tolerate the existence of such a body of inspectors as would be necessary if all the schools which the Committee of Council consider ought to be provided and under inspection, were inspected by Government officers.

719. (*Rev. W. C. Lake.*) That is to say, supposing them to be inspected on the present plan; but cannot you conceive a plan upon which the present inspectors might do their work, even with a much greater number of schools; for instance, take such a suggestion as you made just now, and suppose that they tested the results instead of examining all the various means of education?—I do not think that the system of testing by examination, and paying for results, as opposed to the system of inspection, could be carried out by a corps of inspectors. Central and local boards of examiners would be required. I doubt whether the work of inspection can at present be done with sufficient care by the inspectors; I think that they have not time to do the work so as perfectly to satisfy the persons whose schools are inspected; there are great complaints that the inspectors hurry through the schools, and do not do justice to them. To a great extent these complaints arise from misapprehension on the part of the managers of the schools. The managers of the schools, not being accustomed to the work of inspection, see a person come in, and pass rather rapidly through the school, and they have no idea how much judgment he has really been able in that time to pass upon it. I have no doubt that the inspector does arrive at a fairer judgment of the school upon a cursory inspection than the managers of the school generally suppose, but still I doubt whether the inspection is at present sufficient.

720. Do you think that the inspector forms a judgment of the whole school or only of the head class?—Of course the head class gets more of the attention of the inspector. According to the theory of inspection, he ought to examine every child in the school to see that the children in the lower class are as well attended to, in their degree, as the children at the head of the school.

721. Is it the theory that he should examine every child or nearly all the children?—Yes, every child.

722. Is the practice in that respect at all in accordance with the theory?—I apprehend not; I feel convinced that it is quite impossible.

723. (*Rev. W. Rogers.*) Do you think that injustice is ever done to

the teachers by the hurried way in which the inspector goes through the school ?—Complaints are made.

724. Injustice may be done ?—Injustice may be done occasionally.

725. (*Mr. Senior.*) Do you suppose that by any increase of staff the Committee of Privy Council might be enabled to get through its business more satisfactorily ?—More satisfactorily, yes. Satisfactorily, I think not.

726. Why ?—The business is so much ramified and so much subdivided into innumerable details, that if the staff was very much enlarged it would become unwieldly, and there would not be the proper supervision from the head.

727. (*Rev. W. Rogers.*) Is not a great amount of labour involved, in sending every paper of the pupil-teachers to the office, to be looked over a second time, after it has been looked over by the inspector ?—It does involve a great deal of labour and some expense ; but I do not think that it would be safe to trust to the individual inspectors the absolute settlement of these matters. There would be no uniformity ; the children in one part of the country, under one inspector, would get grants much more easily than the children in another part of the country, under another inspector. Without mentioning names, I can easily recollect men, whose judgments would vary very greatly indeed, if they were not subject to some central standard. I think that as long as this system is maintained, it is quite necessary that the decisions of the inspectors should be revised at the office.

728. You have thought a good deal on the subject of local boards economizing labour, have you not ?—I have taken a very active part in the measures which the Society of Arts has adopted to establish a central board, and local boards of examination, with a view to stimulate local provisions for the instruction of adults.

729. Do you think that anything of the sort could be devised, as respects popular education, to relieve the Committee of Council ?—The local boards, with which the Society of Arts co-operates, do not obtain any public money, nor does the Society of Arts pay them ; it is all arranged between the society and the local boards in the country. The society pays its own central board of examiners and gives prizes ; but only limited amounts are given in prizes ; certificates are given, but the total amount of money given to the candidates is very small, nothing like the sums which the Government gives.

730. You think, then, that a local board should only examine, not distribute money ?—In the first place, a local board, co-operating with the Society of Arts, ought to hold an examination of the children between 13 and 16 in its locality, bringing to a competition the results of the different kinds of schools. At present there is no system under which the children educated in National schools can be brought into competition with those educated in British schools, Wesleyan, Roman Catholic, and so on ; it is desired that the local board should hold an examination of that kind and grant its own local certificates, and rewards to the children who do best. Then they should, as far as the parties are willing, advise adults turned 16 as to their studies in evening classes or otherwise. Then the local board has to hold a previous examination to ascertain that every one who wants to be examined by the Society of Arts can spell and write, and do the ordinary rules of arithmetic well, and has a reasonable amount of knowledge in the special subjects in which he or she wishes to be examined. Then the names of all those who are "passed" by the local board are sent up to the Society of Arts ; the Society's examiners in the different subjects, of which there are 25, prepare papers of questions on those

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subjects; these are printed and sent down, and are worked under the supervision of the local board. The answers are sent by the local board to the Society of Arts, and then certificates and prizes, and sometimes nominations to the public service, follow.

731. Have you thought whether, instead of everything going through the central office, local boards should make money grants?—I have a vague hope that out of this system of the Society of Arts, which has several new and as it appears to me very important features, something may hereafter grow which may very much supplement what the Committee of Council has been doing.

732. (*Mr. Senior.*) Out of the system of the Society of Arts?—Yes, but one is shy of expressing expectations of success of a great scheme, because one does not know how the thing will grow up. If the local boards, hereafter assuming more importance, and having some kind of legislative sanction, should be allowed to receive public funds, to be applied to the encouragement of education, it would be necessary that in some way or another the Government, on the part of the House of Commons, should see that the money was well applied. The notion has been discussed within the last few days, that it would be possible that in cases where the board of examiners of the Society of Arts has granted certificates, something might be given from the parliamentary fund to the teachers of those who have obtained certificates, and possibly to the parties themselves, the papers on which the certificates were granted being sent to the Government board, in order that they might see that the certificates were not too easily granted. That would not involve the re-examination of the papers in every case, but a very cursory inspection of them would be sufficient to show how the thing was going on, and whether a proper standard was kept up.

733. That would be a new system; it would be the granting of public money without any private subscriptions?—No; because this would be paying for results; the private subscriptions must have previously produced these results.

734. But no private subscriptions would be given as a test of the necessity of granting the public money?—I look myself to local rates as the source from which results may hereafter be paid for.

735. Voluntary or compulsory?—Perhaps first voluntary, and afterwards compulsory.

736. Is any local rate ever granted voluntarily?—Local rates are granted for the maintainance of free libraries and museums.

737. (*Rev. W. Rogers.*) And for baths and wash-houses in a good many parishes in London?—I think that one great defect of the present system of education, not only on the part of the Government, but on the part of societies and private promoters of schools, is that the schools are far too much pauperized. I think that if, when the improved schools were established in substitution for the dame schools, the charges for the improved schools had been fixed at the then ordinary rate for the worst kind of dame schools, 4*d.* or 6*d.* a week, the poor would have paid a fee of, say, 4*d.* a week with very little difficulty; and I believe that it would be quite possible to extend the provisions of Mr. Denison's Act, which allows the guardians of a union to pay for the school fees of children whose parents are in the receipt of outdoor relief, so as to draw a broad line between the children of persons who are either paupers or semi-paupers, and the children of those who are independent; and, if the poor-rate were to pay the school fee of 4*d.* a week for all those children who are either really paupers or semi-paupers, who could establish to the satisfaction of a proper authority that they were unable to pay for the schooling of their children, and if the rest of the parents

were to pay their own fee of 4*d.* a week, I believe that there would be very little difficulty indeed in maintaining schools without any aid from Parliament whatsoever.

738. (*Rev. W. C. Lake.*) In order to obtain a rate for the maintenance of pauper children, would it not be essential that it should be compulsory?—I would not make a new rate; I would take it out of the poor rate; the poor rate is now in part applied to the education of the pauper children.

739. But would you not make it compulsory so to apply the poor-rate, and not permissive?—I would make it so far compulsory that I would give the power to order the payment of the school fee either to a delegation of the board of guardians or to the magistrates in petty sessions. Where the board of guardians were unwilling to avail themselves of the power, the magistrates in all probability would be willing to interfere; they would grant orders.

740. Do you think, then, that the effect of educational measures lately has been rather to discourage the parents from making such exertions as they might otherwise have made, and to induce them to pay less than they might reasonably be expected to pay?—I think that that has been the general effect of all measures public and private of late years; but there have been a few persons with wiser notions, who have been endeavouring to raise the rate of school fee, and I believe that those measures have never been attempted with a moderate share of wisdom without succeeding; at any rate to a considerable extent, although the general public opinion is against them. I have known cases of poor people saying that they do not send their children to a particular school because they only pay twopence a week there, and what can they learn for twopence? My belief is that the parents among the poor at present have very little means of judging whether a school is bad or good except from the amount paid.

741. You think, then, that the effect of offering a very cheap education, and perhaps still more, of offering an education without any payment, is to pauperize the parents?—Yes; and to lower the estimate of education.

742. What would you consider a fair general fee for labourers to pay, receiving as their wages 10*s.* or 11*s.* a week?—Of course that, to a certain extent, must depend upon the number of the man's family.

743. The fee for each child?—Disposing of those cases which I call semi-pauper, where the amount would be paid in the whole or in part from the poor-rate, I think that, if the wages were not lower than 11*s.* or 12*s.* a week, 3*d.* would be about a fair fee. I should say that, where wages ranged higher, I should make it 4*d.*

744. You speak of looking to rates very much, to assist in the education of the country; have you thought of any detailed plan upon that subject?—I cannot say that I have thought out any plan. I have an idea that the local boards which conducted these examinations might be sustained by rates, on the plan of Mr. Ewart's Act, and I think that many persons who would object to the idea of a rate, which should go to support the school itself, involving an interference with the constitution of the school, and with the course of instruction in it, would not object to having a local rate made to pay for the results. The administrators of the rate would not, in any degree, interfere with the school itself; the work of education would be complete in the school; the whole of the processes of education would be dealt with, without any interference from the ratepayers; it would merely be the results which the ratepayers would pay for, and all the schools would considerably benefit by it.

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745. By what apparatus would you ascertain the results?—By examination. I would have an examination once or twice a year.

746. You would hardly have that examination conducted by the present inspectors, would you?—No, I would have it conducted by local bodies, co-operating with a central body. I would have the examination conducted very much upon the plan which the Society of Arts has adopted. I would have local boards, and then in order to keep the standard of the local board up, so that they might not grant prizes too readily, as they do in private schools, I would have a central board, or three or four central boards in different parts of the country, which should take the cream of all the candidates passed by the local boards, subject them to a further competition, and give them certificates and rewards accordingly.

747. Would not your plan imply a very large number of examiners?—It would imply a very large number of examiners, but then they would be an inexpensive staff, and the local examiners, probably, would not require to be remunerated; the central body would, of course.

748. Must you not have examiners of a somewhat lower class than the present inspectors, if their pay is to be less?—No; I think that clergymen and persons of distinguished literary and scientific attainments would be willing to act as examiners in their own districts. We find in the Society of Arts, although the scheme is quite a new one, that there is no difficulty in getting local boards to act as examiners.

749. Is it not a much easier matter to get examiners for a novel and interesting scheme, like that of the Society of Arts, than it would be to get examiners of similar position to act under a permanent national system?—I do not think so. Of course the cases are different; but there is no difficulty at all in getting a permanent stream of examiners at the universities. Of course motives operate there which would not, to so great an extent, operate here; but the same motives which now induce people to act as managers and superintendents of schools, and members of committees of schools, I think would induce them to give their services for a few days in each year to conduct these examinations.

750. (*Mr. Senior.*) We have been told that the average expenditure on the education of a child is about 30*s.* a year?—Yes; that is including the Government grant.

751. Out of that the parents, supposing them to pay 2*d.* a week, may be supposed to pay about 6*s.* a year, 2*d.* a week for 40 weeks would be 80*d.*?—Yes; but I should not let them pay by the week, I think they ought to be required to pay by the quarter.

752. How much a quarter do you think you could get them to pay?—I think, at the rate of 4*d.* a week, except where wages are very low, and then I should put it at 3*d.* a week, taking the average, it would be 14*s.* a year.

753. Then there would still remain 16*s.* a year?—Yes, there would be the contributions of the subscribers as at present, and there would be the payment of masters and assistant masters, whether called pupil-teachers or not, either from the Government or from the local rates, according to the system which might be established.

754. I put the question in order to ascertain whether you thought that you could throw upon the parents the whole 30*s.*?—No, I do not think that.

755. You do not think that you could throw half of it upon them?—No; if you called upon the parents for the whole 30*s.*, the whole management of your schools would fail.

756. If you cannot get from the parents the whole or half, how does that very much differ from the existing system by which you get from the parents about one-fourth? You get now about 6*s.* a child from the parents; do you think that you could get much more?—Practically, they do not pay at the rate of 2*d.* a week, I propose that they should pay at the rate of, say, 3½*d.* Of course the difference would be as 2*d.* to 3½*d.*, there would be so much less to be got from the other sources.

757. That would not enable you to get rid of payment from other sources?—No. I do not think that it is at all desirable to get rid of subscriptions, because subscriptions provide a body of subscribers, who elect from among themselves the managers. I think that it is a misfortune in the present system that the parents are not represented in the management of the school. I should let those parents who pay for the schooling of their children elect a certain number of their own body to be on the committee of management.

758. (*Rev. W. C. Lake.*) Probably you would allow them to do so, supposing them to pay a certain sum?—Yes; what was considered the proper school fee. The parents who paid whatever was fixed as the school fee, in each case, I think, ought to be represented in the management.

759. (*Mr. Senior.*) What is the meaning of "the proper school fee," since it is not the fee which pays the whole expense?—The funds of the school are made up from various sources, one of which is the school fees. The persons who found the school, and carry it on as managers, must determine what shall be the school fee, as now in each case. I can only give my opinion that generally a 1*d.* and 2*d.* are too low, and that it ought to be not less than 3*d.* and 4*d.*; but whatever is the school fee fixed in each particular case, I think that the parents who pay that fee ought to have a representation in the management of the school.

760. You have said that you think that the parent feels pauperized by knowing that the education of his child costs more than he pays towards it. Supposing it to be impossible to abstract from the parent 30*s.* a year, and supposing that the child costs 30*s.* a year, how can you possibly prevent this pauperization?—I think that is a question of degree.

761. Supposing that the child's education costs 30*s.* a year, and that the parent at present pays about 6*s.*, would he feel himself less pauperized if he paid 10*s.*?—My idea is that he should pay 14*s.* or 16*s.*, and I think that he would feel much less pauperized; he would feel that he was paying something which was much more nearly the value of that which he received, and he would understand that the remaining portion was contributed partly from public funds to which he himself contributed, and partly from those who had an interest in him and in the education of his children, and who had a share in the management of the institution, and therefore paid for it.

762. (*Rev. W. C. Lake.*) Do you not think that you are estimating rather highly the capacities of parents in different parts of the country, speaking generally, when you suggest that they should pay 14*s.* or 16*s.*?—Not, I think, if you had a safety-valve for semi-paupers; 4*d.* a week would be 17*s.* 4*d.*, say 17*s.* a year.

763. (*Mr. Senior.*) That, supposing a man had two children under education, would be 1*l.* 14*s.*?—Yes.

764. Probably about eight or nine per cent. upon his wages?—I do not believe that the amount of the school fee is what keeps the parent from sending his child to school; it is the loss of the child's wages for labour. I believe that, where there is a very good school, and the

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whole tone and bearing of the managers of the school towards the child, and towards the child's parents, show that the education given there is a valuable thing, and that it is for the good of the child and of the parent that it should be given, the parent will make the little sacrifice which is necessary to pay the 4*d.* or 8*d.* a week for his child or children.

765. You know that Mr. Denison's Act is completely inoperative? —Yes; because, first, it is very little known, and, secondly, the Poor Law Board have not given any encouragement to action under it. It is entirely left to the option of the guardians to deal with it or not, as they like, and its action requires a previous receipt of outdoor relief. Now, I propose that a parent who does not receive outdoor relief, or any relief at all, should have the power of showing to a delegation from the board of guardians or to the magistrates in petty sessions, that he is too poor to pay, either in whole or in part, for the education of his child or children, and that then the school fee should be paid for him. That is a system which, to a certain extent, exists in Scotland, and in Belgium persons may get an order from the commune to pay for the education of their children in whole or in part, and I do not see why that system should not prevail here.

766. You know that that Act contains a clause prohibiting the guardians from making the education of the child a condition of relief? —Yes.

767. Do you know the history of that clause; was it inserted in the original Act, or was it inserted by the Poor Law Board?—I forget.

768. I believe that it was inserted by the Poor Law Board?—I think it is very likely that it was.

769. Again, that Act is permissive to the guardians?—It is.

770. The guardians in general are not the persons most favourable to education?—They are not generally.

771. And unless both guardians and parent unite, the Act is inoperative?—Perfectly.

772. The guardians are not favourable to education, and the pauper parent is generally opposed to it?—And knows nothing about the Act.

773. Therefore you see grounds why the Act has utterly failed?—Yes; but I suppose such a state of things as this, that the clergyman or a dissenting minister, or anybody who has an interest in education or in a particular school, goes to a poor person, and says, "Why do "you not send your child or your children to school?" The parent replies, "I cannot afford it." Then after a little conversation and inquiry the person would say, "Yours seems to me to be a case in "which the school fees might very properly be paid by the guardians, "and if you like to go to the petty session or to the board of guardians," or whoever the authority might be, "I will support your application." The relieving officer would have notice that the case would be heard in order to protect the rates from improper applications. The magistrates now hear applications from poor persons to be excused from the payment of rates, and in many cases grant those applications.

774. The Committee of Privy Council has been in correspondence with the poor law authorities, as to the salaries of workhouse teachers? —Yes.

775. What has been the nature of the correspondence?—It is not very fresh in my memory, but as far as my memory serves me, the Committee of Council has represented to the Poor Law Board that sufficient pecuniary inducements are not held out to proper persons to be teachers of poor law schools, and the Poor Law Board has

differed to a certain extent from the Committee of Council, and has not acceded to all which it has suggested.

776. Has one of the grounds on which the Poor Law Board has refused to sanction the salaries to masters, which the Committee of Council thought necessary, been, that in that case the schoolmaster would have a higher salary than the workhouse master?—I do not feel very accurate in my recollection; but I think that that was the case.

777. (*Rev. W. C. Lake.*) You have stated that you consider it desirable that the parents should be more directly represented on the committee of management of the school than is the case at present?—Yes.

778. Do you think that any evils have resulted from their not being more directly represented, or could you mention any advantages which would flow from their being so?—I think that there is a want of sympathy at present between the managers and the parents; the parents are incapable of judging of the reasons which influence the managers in particular measures, and if they had an opportunity of being admitted to the councils of the managers, they would see that the most honest and the kindest intentions there prevailed, and that, generally speaking, there were very good reasons for all the measures which were taken. I think that the parents would feel greater interest in the education of their children, and that it would create a public opinion in their class which would react very beneficially both on the funds and on the general tone of the school.

779. Would you allow all parents paying the regular school fee to elect one or more representatives of themselves on the body of the committee?—Yes. In the people's colleges, with which I dare say the Commission is familiar, and in many mechanics' institutes, that principle has been adopted with very great advantage.

780. (*Mr. Senior.*) I think the result is that you have scarcely any suggestion to make by which you could improve the organization of the Committee of Privy Council, except that it should be made more permanent, and not change its president and vice-president with every Government?—Yes. I think that that being the case it might have relations with local bodies, who might relieve it of a portion of the details, and assist in administering the grant.

781. That was the point to which I wished to come, but I thought that you had not seen your way to that?—I am not prepared with a precise scheme by which it could be done, but my experience at the Society of Arts leads me to think that that is not impossible. I do not contemplate that the Society of Arts should permanently be the body which should undertake these examinations. I think that its functions are rather to originate the leading ideas, and to introduce that which may assume bye-and-bye an independent existence. My idea is that something is wanted for the elementary and secondary instruction of the poorer classes which shall do for them what the universities of Oxford and Cambridge, for example, do for the richer classes, as regards classics and mathematics. I think that what is really wanted is something which would be described under the title of a university of arts, manufactures, and commerce. I think it is a very great evil that the Government should be the body to direct the education of the country, either in art or in literature or in science, and although I think that the interference of the Government with regard to art, for example, so far as the teaching of drawing goes, has been most useful, and I should be sorry to see it abandoned without something being put into its place, yet, it seems to me, that a more natural and permanent thing would be to have a body somewhat like the Royal Academy developed into part of

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a university, which should have the power of granting degrees in art. I should say the same thing in respect of music. I do not see why the Government should grant degrees in art more than in theology or in medicine, and so with the different branches of science. I think that the Government ought so to shape its measures for the administration of the funds supplied by Parliament for the promotion of public education as to provide for the time when it shall cease to be part of the functions of political administration.

782. But you still would have some central board?—Yes; but I would give it more the character of an independent body, in which the Government should have an influence, but should not be the actual beginning of all and end of all.

783. But that body would, to a very considerable extent, derive its funds from the general taxation?—It might at first be established by the aid of grants from the Government, and ultimately local rates might be applied, under certain restrictions, which implied the consent to their application on the part of the central governing body.

784. (*Rev. W. Rogers.*) We might get to all that at last, but it would take a very long time, would it not?—I think that measures ought to be shaped with a view to some definite end. I expect that the present system, if it goes on expanding as it does now, will suddenly collapse.

785. (*Rev. W. C. Lake.*) If the present system were retained in its present position, could any means be adopted for largely diminishing the expenses under different heads, such as the building grant, the capitation grant, the payments to schoolmasters, and the large expenditure on training schools?—I do not think that the expenditure should be reduced, unless it is reduced by providing for the substitution of some other body, and unless the Government should proclaim that its intention is, at some future period, to create some other body, and to make the grants on what I should call an expiring scale. For example, the Government might announce its intention for a certain limited number of years more, to make grants at the same rate as now. The effect, of course, would be, that there would be a great rush to obtain the maximum grants, and a great impetus would be given to the building of schools. I think that there should be a sliding or vanishing scale of grants till the Government should cease to give any grants. At the same time, I think that there should be power to the localities to tax themselves, and that an encouragement to tax themselves should be held out for a certain limited period, while the Government still continued to administer the grants, by meeting the local taxation for a certain period with a certain amount of grant. I think that that might stimulate the localities to begin to tax themselves, and I think that if a system of local taxation, which should pay for results, not involving any interference with the schools, were adopted, it would commend itself so much to public opinion that it would be quietly accepted as a matter of course.

786. What great educational advantages would you anticipate, if in this gradual manner you could either substitute a system of rating for the present central system of the Privy Council or combine the two?—I think that you would be departing from a system incapable of much greater expansion to a system which would be capable of expansion to any extent whatever which might be necessary, because both the expense and the labour would be divided locally. If the calculations of the Committee of Council are correct, in the course of a few years the number of children who should come into their schools to be instructed would equal 3,000,000,—they say that they ought to have

3,000,000,—that number at the present rate would involve an expenditure of about 2,000,000*l.* from the Parliamentary grant. It would involve an army of about 240 inspectors; it would involve, I think, 30,000 certificated teachers, and 60,000 pupil-teachers; and my belief is, that the public of this country will never endure that the Government should have such an army of educational functionaries.

787. (*Mr. Senior.*) Is your view as to the necessity of altering the present system very much influenced by the belief that that calculation of 3,000,000 children is correct?—No, I cannot say that it is. That calculation appears to me to be rather sanguine; but the time of course will come with the increase of population, when that number of 3,000,000 will be arrived at.

788. Suppose there is no reason to imagine that the number will be more than 1,200,000?—But I cannot admit that.

789. I take my calculations from the same source as the Committee of Council do; I take them from Mr. Horace Mann's data. On Mr. Horace Mann's data, it seems to me that all you can expect to have to provide for is 1,200,000?—I have not made that calculation for myself, and I am not responsible for the Committee of Council making it; but they say that they have now (which I suppose they are perfectly competent to speak to,) 1,000,000 children in schools under inspection, and who ought to be inspected; one must see that, with the daily increase of the population and the great spread of education, it has not reached its limit yet, and that there must be more than 200,000 children remaining to be brought in.

790. Supposing the number not to increase very much, the expense would not very much increase?—But I believe that the number will increase and must increase.

791. (*Rev. W. Rogers.*) Supposing that those 1,200,000 children were distributed in groups over the country, each group consisting of a small number of children attending irregularly several years, and consequently requiring as many schools and as many masters as there were groups, would the machinery required for that education be materially less expensive than it would be for the 3,000,000?—A school for a greater number would require to be larger and more costly in the first promotion, and would require a larger number of pupil-teachers to carry it on.

792. But it would only require the same number of senior masters?—The larger the school the cheaper in proportion is the maintenance. The chief master of 50 children may be the master of 150 children. I do not base anything upon the idea that the estimate of 3,000,000 is correct, I merely give that as an illustration.

793. Am I to understand that you think it would be possible to return to the voluntary system, leaving the matter to the parents?—No, I do not think it possible to return to the absolutely voluntary system; I think that within any period which we dare foresee, assistance must be given either from some central board administering directly the parliamentary grant or from local boards administering local rates.

794. (*Rev. W. C. Lake.*) You think that the present system fails to some extent in not sufficiently stimulating the efforts of parents?—I do not think that that is a peculiarity of the Government system; I think that that is one of the results of the system adopted jointly by the Government and the country, but it is rather the country than the Government which is to blame; the Government during the whole time of the existence of the Committee of Council has endeavoured to raise the rate of the school-fee.

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795. Has the result of this system been that it has stimulated to the highest possible degree the efforts of local bodies?—I think that it has stimulated the voluntary religious promoters of education as highly as possible.

796. Have you been led to the conclusion that those efforts have been so highly stimulated that they have almost broken down from the strain which has been put upon them?—No, I think not at all. I think they have not nearly reached their limit. I think that the idea of education and the interest in education are rising every day.

797. But what was the object of the capitation grant; was it not to relieve many schools which were suffering from distress?—I think that the principal object of the capitation grant was to provide for those cases in which the local funds contributed by the subscribers and by the parents were insufficient to enable the schools to obtain certificated teachers and pupil-teachers from the Government. I think that that was the principle upon which the capitation grant was made.

798. Is not that tantamount to saying that in many cases where the capitation grant has been applied, the efforts had been somewhat strained?—I do not think that, because, since the capitation grant was established, the amount of local subscription has greatly increased. There is a return published by the National Society of schools in connexion with the Church, up to 1857, I think, in which they give the income of all the Church schools in all parts of England and Wales, with the different sources of income,—so much from the parents, so much from endowment, so much from subscriptions, and so much from the capitation grant. It will be seen from that return that since the capitation grants have been established there has been a very large increase of subscriptions; you have in one column the income in 1846–7, and in the other in 1856–7.

799. If you do not think that local efforts have been somewhat strained, do you think that they could do without the capitation grant?—I think that the sudden withdrawal of the capitation grant would cause a serious temporary check; but I think that the capitation grants might be made to vanish after a few years.

800. Is the capitation grant more required in some parts of the country than in others. Could you make a distinction between town and country with respect to the real requirements of either for the capitation grant?—I am in favour of the abolition of distinctions between the town and the country; I think that there is a great deal of compensation for the advantages which at first sight one appears to have over the other.

801. In the first instance the capitation grant was only made to rural schools?—Yes; but that was not because the urban districts did not require capitation grants, but because, simultaneously with the passing of a minute for capitation grants, a bill was introduced into Parliament to enable the towns to tax themselves; when it was seen that not only that bill, but other subsequent attempts to provide a substitute for it, were defeated, the Government extended the capitations to the towns as well as to the rural districts.

802. Then are we to understand that the capitation grant extended to the towns by a voluntary act on the part of the Government, and not by pressure put upon the Government by the towns?—I cannot say that it was without pressure, there were many applications, but as long as the Government thought that there was a chance of a substitute for the capitation grants being supplied by local taxation the Government declined to interfere; when that hope disappeared then the Government naturally extended the capitation grants.

803. (*Mr. Senior.*) What evidence have we of any attempt on the part of the parents of the children of the lower classes to make efforts to create and maintain schools?—Very little indeed; there are a few cases connected with mechanics' institutions.

804. (*Rev. W. C. Lake.*) You could perhaps mention efforts made by the parents of children where a good school has been established to pay high fees?—Yes.

805. Are such efforts frequent?—I think that wherever the experiment has been tried it has succeeded; the cases certainly have not been very frequent, but upon the whole the scale of school fees has been raised of late years.

806. Then you would be inclined to say that as far as the parents are concerned it would be very difficult to induce them to establish a school, but that a good school being once established it would not be difficult to induce them to pay considerable fees?—If there were a considerable population, and if provision were made for the poorer part of the population, that is to say, if their school fees were paid from some other source, I have pointed at the poor rate, the independent poor would pay a very considerable amount in fees. I may mention that in a school at Highgate, of which I was a manager and one of the founders, we found upon removing to our new building that a penny fee had been charged in the old buildings; and the clergyman said that the greatest possible difficulty was experienced in collecting this penny, and that in a very large number of cases it was found impossible to collect it. We proposed to raise the fee, and he expressed his opinion that if that was done the school would be altogether empty; however we persisted, and we had a twopenny fee all round. The result was that the twopenny fee was much more easily collected than the penny fee had been, and the numbers of the school were increased. We then raised the fee to threepence, and a similar result followed; it was more easy to collect the threepence than it had been to collect either the twopence or the penny; the numbers were increased, and the attendance at the school was much improved.

807. And did very few of the original payers of the penny fall off?—I do not think that any did permanently; a few withdrew at the moment, but I believe that they all came back.

808. (*Rev. W. Rogers.*) Do you think that there are many schools excluded from the grant by the denominational system and by excluding the secular schools?—I think very few. Secular schools are to the last degree unpopular in England. I believe that there is only one existing at present, and I am not sure that there is one. The Committee of Council have in a few cases received applications for aid to secular schools, but I do not suppose that half a dozen applications were ever made; and none were granted.

809. A great many secular schools exist?—I do not know of them. I understand the question to apply to schools where religion is altogether excluded, and where there is no instruction in religion at all.

810. No instruction in the Bible; I will not say in religion?—I do not know of any schools in this country where religious instruction is given, or could be given, without reference to the Bible. It might be so given in Turkey.

811. (*Rev. W. C. Lake.*) I think that in a previous part of your evidence you referred to a plan of paying for results and testing results of education, rather than paying for means, as is done at present?—Yes.

812. I believe that some similar plan has been already suggested by the National Society. Is that the case?—To this extent: proposals have been made that the inspectors should be allowed to judge of

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the schools without having such exact standards and definitions as they now have, namely, so much for the masters' and mistress's qualifications, and the pupil-teachers, and so on; that the inspectors should be allowed a greater latitude, and should make a representation that the school was worth so much. I think that there have been recommendations to that effect.

813. Have you considered whether that plan could be worked?—I think that it would produce great evils, and soon break down. It would place the inspector in a position of very great difficulty. I think that it would work very unequally. I think that some inspectors would be much more indulgent than others; and where an inspector was well known and on friendly terms with the managers of the schools, he would be placed in a disagreeable position if the whole thing was left to his discretion, and he had no settled rules upon which he could fall back and cover his own responsibility by the instructions of the office. At present the inspectors find it difficult, in some cases, to resist the remonstrances and arguments of those with whom they meet; but the inspector can now say, "I should be very glad if I could do it, but my "Lords have laid down a very strict rule, and I cannot."

814. Then your plan of testing results would be by a more accurate examination?—By examination, not by inspection.

815. An examination of everybody, or at least of most of the boys in the school?—I would not pay for any child who was not examined, and who did not pass a satisfactory examination.

816. You would give a certain payment per head for all children coming up to a certain standard?—I would pay capitation, and I would pay the teachers according as the children had obtained satisfactory certificates. I think that the inspection of schools might then be carried on at their own expense by the different bodies which promote education. Those bodies might and ought to be greatly strengthened. For example, the National Society can scarcely be considered an adequately efficient body to represent the Church in the matter of education. I think the society should apply to the Queen for a new charter more suited to the wants of the present day.

817. (*Mr. Senior.*) The reports of the inspectors were formerly published *in extenso*?—Yes.

818. What change has taken place in that respect this year?—The inspectors presented such long reports, and introduced into their reports so much irrelevant, and, as I think, unsuitable matter, that the Committee of Council determined to present a report of its own, embodying a general view of the results obtained by the different inspectors, and to confine the inspectors to a recital of facts which should be published as an appendix to the report. The Committee of Council presented its own report for the first time this year, but one of the earliest Orders in Council directed the Committee to report every year. They never did make a report till this year, they contented themselves with presenting in a lump the reports of the inspectors.

819. What means have the public of knowing whether an inspector is fit for his duties?—In the first place, he can be judged of, as far as they are capable of judging, by those persons whose schools he inspects, and who may be present, if they think fit, at the inspection; and, secondly, he may be judged of by the report which he presents.

820. Was not the report which the inspector presented the principal mode by which the public at large could judge of his fitness?—I think it is the worst mode. A man may write a first-rate report, and be an exceedingly bad inspector of schools, and I am not at all prepared to say that the best inspectors always produce the best reports.

821. At all events, the report was a test of the man's ability ?—Certainly, of his literary ability.

822. Is it so if it is cut up and mangled ?—That depends upon the degree to which it is cut up and mangled.

823. Supposing that a report was very materially altered, might not that seriously affect in public estimation the character of the inspector ?—Certainly; and if an inspector felt that justice was not done to his reports, he might remonstrate, and, failing a satisfactory result to his remonstrance, he might resign.

824. (*Rev. W. C. Lake.*) If, in addition to what you have stated, you think that there are any other points which you have not sufficiently touched upon, and would like to send to us any further remarks, we should be happy to receive them ?—I will do so, if anything material occurs to me.

The witness withdrew.

Adjourned to Tuesday next at 12 o'clock.

MEMORANDUM supplementary to Mr. HARRY CHESTER'S EVIDENCE of the 2nd of December 1859.

WHEN I had the honour of waiting upon Her Majesty's Commissioners on the 2nd of December 1859, though the scheme of educational examinations which the Society of Arts, Manufactures, and Commerce has successfully established for testing, attesting, and rewarding the instruction of adults was frequently referred to in my evidence, I had no opportunity of adequately expressing my sense of the very great importance of the whole subject of "adult instruction," and of its close and vital connexion with every other portion of the general subject of popular education which the Commissioners are engaged in investigating.

Systematic measures on a large scale, for the instruction of adults, are of very recent origin. The last six or seven years have witnessed, throughout the United Kingdom, an extraordinary outburst of efforts, emanating, more spontaneously and directly than any other educational efforts have emanated, from the people themselves, for the provision of motives and means for the instruction of adults; and these efforts have been stimulated, directed, strengthened, combined, and to a great extent suggested, by the action of the Society of Arts and of the institutions in union with that Society.

This great popular movement is, happily, too strong to be checked; and, as it is most important that all its bearings should be appreciated by Her Majesty's Commissioners, I beg leave to submit for their consideration a few of the conclusions which I have formed respecting it. I conceive that it will advance the period at which the present system of the Committee of Council in Downing Street, if not fortified by timely modifications, must break down by its own weight and incapability of sufficient extension; that it will lead the parents of the scholars in the elementary schools to co-operate with their managers more cordially than at present, and to pay much larger school fees; that it will diminish what is called the "religious difficulty" in regard to combined education; and that it will raise up, by a natural growth, local bodies adequate to the discharge of authoritative functions in reference to every kind of local school or institution for the promotion of elementary, secondary, and advanced instruction.

The instruction of adults, necessarily confined, with rare exceptions, to the evening, is carried on in the classes of institutes, athenæums,

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working men's colleges, and similar bodies, and also in the classes held in some of the buildings that are occupied in the daytime by denominational day schools under the inspection of the Committee of Council on Education. Until a recent period the Committee of Council made no payments in respect of instruction given of an evening. Of late years, however, that Committee has undertaken to give grants, on certain conditions, to all evening classes held in the buildings of inspected denominational day schools, and (in the single instance of the East Lancashire Union) to evening classes belonging to institutions which have no denominational nor special religious character. The instruction of adults is fully equal in its importance to the instruction of children. The latter is almost useless without the former. Adults prefer to receive their instruction apart from children, in institutions rather than in schools. There is rarely any denominational separation of the students in the institutions, and in them there is a much wider social range than in the elementary schools. Almost all classes of society are interested in the institutions, and are represented among their students. The institutions have a more popular origin and government, are more independent, and were earlier in the field as instructors of adults, than the schools.

Under these circumstances it is evident that public opinion will not support the Committee of Council in giving to the evening classes of the denominational day schools any pecuniary advantages from public funds not equally offered to the institutions.

The result must be that, if the present system of the Committee of Council be maintained, that board will have to extend its grants to the institutions throughout Great Britain. Those bodies, not being denominational, cannot be inspected by any denominational officer. Their members and students, who are connected in large numbers with the lower half of the middle classes of society, *i.e.*, with persons enjoying, or about to enjoy, the parliamentary franchise, are now discontented with the Government system of education, because it taxes them for the education, not so much of their own children, as of the children of those who are lower in the scale, and yet not paupers. When those members of the middle classes have obtained the grants to the institutions, the next irresistible demand will be for grants to the middle schools; and thus the Committee of Council will be involved, step by step, in an expenditure far greater than the upper half of the middle classes and the higher classes will endure; and the army of educational functionaries, already great, will be raised to an extent which will prove too unwieldly to be efficient, and too influential over the education of the nation to be regarded as constitutional or safe.

The teachers certificated by the Government are derived, through the pupil-teacher system, almost entirely from the poorest classes of society, and enjoy a monopoly of teaching with the aid and under the authority of the Government. The more the system is extended, the greater and more unpopular must become the evil of the monopoly; and the more difficult it will be to justify the exclusion of graduates of the Universities, and of persons certificated by the Society of Arts, from the advantages afforded to teachers, through the Government, from national funds.

On the other hand, as instruction penetrates the great body of adults, and a race of instructed parents replaces the existing race of parents uninstructed and therefore comparatively indifferent to the instruction of their children, it cannot but result that there will be a great increase of harmony and co-operation between the managers of day schools and the parents of day scholars; a much greater readiness, as well as a

much greater ability, to pay more highly and regularly than now for their education, and a much greater willingness to consent to local taxation for that object.

Further, as the local boards which co-operate with the Society of Arts, in the work of examination are almost always composed of persons representing different kinds of schools and different religious denominations, and as the examinations test, attest, and reward the results of instruction, without interfering in the processes of education, these boards are in no way embarrassed with "the religious difficulty;" they do not interfere with any religious system; they offer in this respect an example which many desire to see followed; and they are generally accepted in their localities as bodies useful, impartial, and worthy to be invested with such authority as the friends of education by voluntary co-operation can now confer. At Liverpool, in Sussex, and elsewhere, the "local boards" in connexion with the Society of Arts, and the committees for managing the local examinations of Oxford and Cambridge, are united; and a similar union will doubtless be effected in other places, greatly to the increase of the authority of the local boards, and to the advantage of all concerned.

From these premises the following conclusions may perhaps be drawn:—

1st. That the Government should be most careful to avoid anything that may interfere with the natural growth of this great popular movement for the instruction of adults. 2nd. That the Government might in some respects modify the system of the Committee of Council in order to make it harmonize with the popular movement and to profit by its experience. 3rd. That the Government should be prepared, and express its desire, to relinquish from time to time such portions of its own action in regard to education as may become capable of being transferred satisfactorily to local or independent bodies. And, 4th. That all grants of public money should be so aimed as to tend to the creation of a combined system, which at some future time should be carried out by an independent body or bodies, not a mere department of the Government for the time being.

I have neither time nor space to develop fully the ideas thus briefly stated, but the following suggestions occur to me:—

1. Grants exceeding the ordinary rate might be given by the Committee of Council on Education to schools which, having a definite religious basis, are open to those whose parents object to it on religious grounds. Many persons, clergymen and others, would willingly take part in the establishment of schools having a definite religious basis, but open to those whose parents objected to that basis, if it were not for the fear of being stigmatized as "latitudinarians;" and such persons would be emboldened to act on their convictions of what is right, if they were backed up by the inducement of larger grants.

2. The Committee of Council, experimentally at least, in a given district, might substitute the system of testing and rewarding the results of instruction in elementary schools for the existing system of inspecting the schools.

3. That experiment would necessarily involve another in the same district, viz., the suspension, not only of the existing monopoly of certificated teachers, but also of all the restrictions to which such teachers are now subjected by the Council Office.

4. Grants might be made on an expiring scale.

5. (*e.g.*) The Committee of Council might announce that the grants for building, if continued by Parliament, would be reduced in 1863 by

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one fourth of their present rate; and in 1866, and again in 1869, by one fourth of the then existing rates.

6. The grants for pupil-teachers, which are too low for the maintenance of male pupil-teachers during the first, second, and third years of their apprenticeship, might be made conditional on their being met, during those years, after 1862, by corresponding payments of, say, 2*l.* or 3*l.* a-year from the managers; and, after 1861, grants for pupil-teachers then to be apprenticed might be reduced, on an annually increasing scale of reduction, until they were brought down to, say, half their present rates; the remainder being contributed by the managers.

7. Grants for assistant teachers, without reference to their origin, might be made also on a diminishing scale.

8. The grants for books, having nearly reached their limits of utility in increasing, improving, and cheapening the supply, and in raising the standard of what is requisite both in quality and quantity, might be discontinued in 1862.

9. The annual grants to the training schools might be capitalized at half their value, and invested, on condition that a sum equal to one half of the amount were contributed by the friends of the schools, and invested; the right of simple inspection being retained by the Government, and the schools being required to submit to examination the whole of their students every year.

10. The foundation of an University of Arts, Manufactures, and Commerce might be laid by incorporating the whole of the training colleges, the Royal Academy of Arts, the Royal Academy of Music, the Society of Arts or its Board of Examiners, the Local Boards in connexion therewith, and other suitable educational institutions; and by conferring on the governing body of the incorporation a power to examine the students of the training schools and others, with a view to the testing of results, and to grant degrees, and certificates, and prizes, and also licences to teach.

11. An Act or Acts of Parliament might be procured for enabling localities to lay a rate for the building and maintenance of schools and institutions for elementary, secondary, or advanced instruction, whether of children or of adults; for the maintenance of local boards of examination; and for the reward of successful results of instruction.

12. To encourage the localities thus to rate themselves, grants in aid, on an expiring scale, might at first be given by the Government.

13. The Act of 18 & 19 Vict. cap. 34. (Mr. Denison's Act) should be amended in the manner suggested in my evidence on the 2nd December 1859. (Replies to Questions Nos. 737–8–9, 762, 765, 773.)

14. A limited number of the candidates most successful in the examinations of the Society of Arts, and in the local examinations of the universities might be annually admitted to compete, before the Civil Service Commissioners, for suitable appointments in the public service.

15. After 1861, every child, not exceptionable on medical grounds, should be required by law to be under instruction for a given minimum number of hours weekly, between the ages of, say, five and seven; after 1862, between the ages of four and eight; after 1863, between the ages of four and nine; and after 1864–5–6 respectively, between the ages of four and ten, four and eleven, and four and twelve respectively. By the adoption of such a sliding scale the risk of seriously disturbing the market of labour would be excluded.

H. C.

63, Rutland Gate, S.W.,
Jan. 4th, 1860.

Tuesday, 6th December 1859.

PRESENT :

His Grace the DUKE OF NEWCASTLE.
The Rev. WILLIAM CHARLES LAKE, M.A.
The Rev. WILLIAM ROGERS, M.A.
GOLDWIN SMITH, Esq., M.A.
NASSAU WILLIAM SENIOR, Esq., M.A.
EDWARD MIALL, Esq.

HIS GRACE THE DUKE OF NEWCASTLE IN THE CHAIR.

HORACE MANN, Esq., examined. *H. Mann, Esq.*

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825. (*Chairman.*) You prepared, I believe, a statement of schools, and an enumeration of scholars throughout the kingdom at the time of the last census?—I did.

826. And it was published with the census ?—It was.

827. In that document you stated that there were, in the United Kingdom, 3,000,000 children requiring education, did you not ?—3,000,000 children able to attend schools.

828. Will you be good enough to state upon what data that calculation was founded ?—I have had a memorandum sent to me, drawn up by Mr. Senior, one of the Commissioners, as to the principal points upon which my evidence was required, and I have prepared a memorandum on those points, which I will now read. The memorandum sent to me is as follows :—

"The opinion attributed to Mr. Horace Mann, that public education ought to be provided for 3,000,000 children, has justly alarmed all who are favourable to the existing system.

It is repeated by Mr. Lowe, and he reminds the House that it would require an army of 200 inspectors, 18,000 schoolmasters, and 40,000 pupil-teachers.

"I do not think that Mr. Mann's figures support such an opinion. I will suppose the census of 1851, to represent the existing state of things.

		Census.
"There are, then, of children between three and fifteen	4,908,696,	p. xxviii.
"Mr. Mann assumes that one-fourth belong to the higher and middle classes	1,227,174,	p. xliv.
Leaving	3,681,522	
"Of these one-third or	1,227,140,	p. xliv.
will, according to Mr. Mann, be in private schools exclusively, and entirely maintained by the scholars, leaving for public education	2,454,382	
255,105 are maintained and educated by the State or by endowments, of whom one-fourth may belong to the upper and middle classes, leaving to be further deducted	191,329	
	2,263,053	

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"Mr. Mann states, page xxviii., that assuming all the children of the working classes to be under education, every child would spend at school only four years out of the twelve years between the ages of three and fifteen; but as they are unequally distributed over the whole twelve years, those under five and above eleven being less numerous than those between five and eleven, I will assume that every such child so spends six years.

"We have, then, to provide public education for only half of the 2,263,053, or for 1,131,526 children, or, allowing for the increase of population, for 1,200,000.

"The Committee of Privy Council in their last Minute, (1858–9, p. xli.), estimate the number of children in the schools subject to their inspection, at 934,000. Instead, therefore, of trebling or quadrupling the present expenditure of 761,000*l.*, raising it according to one estimate to 2,400,000*l.* according to another to 3,000,000*l.*, it does not appear that it need necessarily rise to more than 951,250*l.* being an addition of one-fourth."

My memorandum is as follows:—

The principal point upon which information is desired is, I presume, the number of children, (not belonging to the upper or middle classes of society), who may be expected to be at school at the same time, the object being to ascertain the maximum number for whose education some provision may possibly have to be made by the Committee of Privy Council.

There are two methods of arriving at an estimate of the number able to be at school at the same time: one method is, after fixing upon limits of school age, to assume that a certain number of years (say 5, 6, or 7) is a reasonable average school time for all the children between those limits, and to apply this assumed avearge to that number of children; the other method is, to take the number of children between the school limits of age and analyse them with regard to their occupation, in order to eliminate all the impediments to school attendance, and thus ascertain the number that might, without inconvenience to themselves or their parents, be found at school. The former method is that which has been adopted in the memorandum supplied to me from this Commission, the latter is the one employed in the Census Report on Education. As Mr. Lowe's estimate was based upon the figures given in that Report, it may be desirable in the first place to see what number of working-class children might be constantly at school according to the Census calculation.

That calculation proceeded, as just mentioned, upon the plan of deducting from the entire number of children of an assumed school age all those who were prevented, by admissible causes, from belonging to a school. The school age was assumed to be from 3 to 15, and the admissible causes of absence from school were supposed to be (1) sickness, (2) home education, (3) employment of any kind, whether remunerative or merely domestic, and (4) the mere pleasure of the parents as to the matter with regard to all children under 5 and above 12 years of age.

This process gave the following result:—

The number of children between three and fifteen was -		4,908,696
From which number there would have to be deducted:—		
(1) Physically incapacitated by sickness - -	195,435	
(2) Educated at home - - - - -	50,000	
(3) Occupied, at home or for wages - - -	1,000,000	
(4) Kept at home by parents, &c., without any stated cause;		
Under 5 - - - - -	574,611	
Above 12 - - - - -	73,245	1,893,291
		3,015,405

leaving 3,015,405 as the number between 3 and 15 which might, so far as any reasonable hindrance could be ascertained or conjectured, be constantly found upon the school books.

Then to arrive at the probable proportion of this number, which would represent the children of the working classes, it was assumed that the upper and middle classes constitute together a fourth of the whole population, and that their children would be kept at school for an average of 8 years out of

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the 12, between 3 and 15. There would, therefore, be 818,116 of this section constantly at school, and that number deducted from 3,015,405 would leave for the children of the other classes 2,197,289. Adding an eleventh for increase of population since 1851 to the present time, the number of working class children who ought now to be at school, according to the Census calculation, would be 2,397,042.

[The average duration of schooling for each class, according to this method of calculation, would be,—for the upper and middle class,—eight years (the time assumed), and for the other class 7·16 years.]

But in considering the question of the amount of school accommodation to be provided, it must be remembered that the estimate, given in the Census Report, which yields the above figures, was an estimate of the proportionate number of children who *might be*, and (it was thought) *ought to be*, at school, not of the proportionate number who might be *expected to be* at school, either now or within any short period. The object was to show that, as there is no valid reason why a sixth of the entire population should not be constantly at school, it would not be proper that the community should rest satisfied until, by the exercise of various influences, that proportion should be brought there and retained there. But no attempt was made to form an opinion as to how soon, if at all, this maximum proportion was likely to be realised; and unless there is evidence that the indifference of parents as to the school instruction of their children has now been overcome, or unless some kind of compulsion is to be used towards them, the Census estimate of what should be received as the desirable and practicable standard can hardly be employed to measure the extent of provision which should actually exist, either now or at no remote period, for the education of the classes in question. The extent of such provision must, of course, depend upon the number of children who may be expected to avail themselves of it, not upon the number who may be able to do so.

An estimate of the number of working class children who may thus be expected to be at school if provision be made for them, can be formed, with more or less precision, by assuming (as is done in the memorandum furnished to me), an average period of schooling, which may be supposed to be a reasonable, or at all events a maximum, allowance for the class referred to. If we take this average at six years (as the memorandum does), then, as the entire number of working-class children, between 3 and 15, in 1851 was 3,681,522, the number always at school out of that number would be the half, or 1,840,761. Allowing for increase of population, the number which might, on this hypothesis, be expected to be at school at the present time, if the requisite accommodation were provided, would be 2,008,103.*

We have then two estimates relating to the children of the working class in 1859; one founded on the Census Report, which gives 2,397,042 as the number *able* to be at school at the present time; and the other founded on an assumed average of practicable school time, which gives 2,008,103 as the number (the outside number) which might be *expected* to be at school at the present time if sufficient accommodation were provided.

If we neglect the former number as implying a proportion which, though perhaps ultimately attainable, is not likely in the absence of compulsory legislation to be very speedily attained, and take the latter number (2,008,103) as indicating the position either actually reached, or likely to be reached in the course of the next few years, if an increase of accommodation were provided, the further question is, for what proportion of those 2,008,103 children of the working class may provision have to be made by the Committee of Privy Council?

The answer to this question must depend upon the replies to be given to a variety of other questions, the principal one being to what extent it is likely that the existing private schools for working-class children, and such public schools for the same class as do not at present partake of the Parliamentary

* If a five years' average be considered to be as much as can be expected, the number would be reduced to 1,673,419; but as the average attained in 1851 for children of the working classes was not much short of five years, (viz., 4¾ years), and as we may doubtless reckon upon some improvement since then, it would probably be safer, for the present purpose of estimating a *maximum* expense, to take the figures produced by the six years' average.

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grant, will be extinguished by the competition of the State-assisted schools, and superseded by others connected with the Committee of Privy Council? There are no means, so far as I am aware, by which to measure the probable extent of changes in this direction. At present the number of children in schools subject to inspection is probably about three-fifths of the whole number of working class children at school; and if we assume that this proportion would be preserved, but not increased, it would be necessary in order to accommodate this proportion of the 2,008,103 children, that the provision made in connexion with the Privy Council should be sufficient for 1,204,862, leaving the provision for 803,241 to be made by private schools and by public schools unconnected with the Privy Council. As this calculation, however, is based on the assumption that these private schools and independent public schools would positively increase with the increasing population, instead of being (as would more likely be the case) either destroyed by the unequal competition to which they would be exposed, or themselves included amongst the recipients of Parliamentary aid, it would probably be an undue estimate to put the Privy Council share of the provision at only 1,204,862.

An attempt at a maximum estimate has been made in the memorandum before me, by assuming that the Privy Council might have to afford assistance to all the schools for children of the working classes, except those attending either (1) private schools, (2) schools supported directly by the Government, and (3) schools supported wholly or chiefly by endowments.* The result of such a calculation applied to the 2,008,103 working class children who may be expected to be at school on the supposition of a six years' average of school time, would be to raise the Privy Council share to 1,523,201; it being assumed on the one hand that the private, Government, and partially endowed schools, increased their numbers in proportion to the increased population, and, on the other hand, that the action of the Privy Council would be extended over all those public schools which at present make no claim upon its fund. I do not, of course, express any opinion as to the propriety of either assumption; but merely give the result of an estimate upon the basis adopted in the memorandum.

If we were to adopt another method, and suppose that the provision afforded by private and independent public schools would remain stationary at the point now attained, and that all the additional and subsequent provision is to be made in connexion with the Privy Council; then (assuming that the average schooling of the working class children is at present *five* years, and that the additional provision is to be for an average of *six* years) the proportion of children in schools assisted by the Privy Council would be 1,338,735 out of a population equal to that existing in 1859; leaving 669,338 children to be instructed, as I suppose they now are, in private schools and in public schools receiving no assistance from the State.

With regard to the Census estimate of a *sixth* of the whole population as the proportion able to go to school, although it will, perhaps, be considered that this proportion is not likely to be realized for some years, if at all, yet as it may be realized at some future time, it may be as well to see what would be the number of children in inspected schools according to that estimate, and by each of the three preceding methods.

(1.) By the first method, of assuming that the Privy Council will continue to assist in the education of about three-fifths of the working class scholars (its present proportion or thereabouts), the residue being provided for by private schools and by independent public schools, the number of children in inspected schools out of the present population would be 1,438,225.

(2.) By the second method, of assuming that the Privy Council will ultimately assist in the education of all the working class scholars in public schools, except those supported directly by the Government, and those supported chiefly by endowments (these and the private schools being supposed to increase with the population) the number of children in inspected schools would be 1,912,140.

(3.) By the third method, of assuming that the private schools for the working classes, and the public independent schools for the same classes, will

* Some of the last, however, are probably connected with the Privy Council.

continue to provide for as many children as they now provide for, neither less nor more, and that the extra provision requisite to raise the proportion to the Census standard would be supplied in connexion with the Privy Council; the number of children, according to the present population, in schools assisted by that department, would be 1,727.674.

It is unnecessary, perhaps, to repeat that these estimates are given merely to show what would be the results of accepting certain bases of calculation. They may be useful, possibly, as indicating approximations and maxima; but it will readily be seen that there is too much uncertainty about the assumptions upon which the calculations are founded to justify any precise conclusions."

829. (*Rev. W. C. Lake.*) Are the last three sets of figures which you gave, namely, 1,438,225, 1,912,140, and 1,727,674, and which you took as the numbers of children who might be educated under possible contingencies, based upon the supposition that the education would last for six years?—It would last for more. The average would be seven years for the whole population, and more than six for the working class population.

830. (*Mr. Senior.*) Supposing the average education of the working class to be four years, how would that affect your calculations as to what is to be expected?—It would of course reduce the number considerably.

831. As far as I have been able to collect from the Reports of the Assistant-Commissioners, I fear that the period of education is diminishing instead of increasing; you do not know anything upon that subject?—I can form no opinion upon it.

832. Have you any means of forming an estimate as to the number of years that the children of the working classes are in school?—Very little; the inspectors of education give their opinions, and we can gather inferences from the facts given in the census by estimating an average for the upper and middle classes, and by assuming the proportion which those classes bear to the whole population, but these are uncertain data.

833. (*Rev. W. C. Lake.*) Have you any means of forming an opinion whether the four years just mentioned would be a very low average for a child's education?—I think that it would be low. At the time of the census we found that, assuming the children of the upper and middle classes to be at school for only six years, and to constitute one-fourth of the population, the children of the working classes would actually then have been at school for four and two-thirds years on an average, so that the average then was more than four years and more than four and a half years.

834. (*Chairman.*) How did you obtain any estimate of the number of years that the children of the upper classes were at school?—Principally by analysing the schools. We could take the superior private schools according to the rate of pay, and certain other indications, which showed them to be superior schools; and we could take certain of the public endowed schools; and then, by ascertaining the number of scholars in those schools, and assuming that one-fourth of the whole population belonged to the upper and middle classes, we should get the result upon an average.

835. Did you take a sufficient number of schools to be satisfied with six years as the average?—Yes; I was satisfied that six years was the average if you could assume that one-fourth was the proper proportion between the different classes of the community. I think there is a very great doubt whether one-fourth is not too high; if you took one-fifth, the school time of the upper and middle classes would be raised and the school time of the lower classes would be diminished.

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836. Would not individual experience rather lead to that conclusion?—I do not know.

837. In your estimate of the numbers of the upper and lower classes at school, did you include girls?—Girls were included.

838. Is it not the fact that in the upper classes a great proportion of the girls, and in the middle classes a very considerable number, do not go to school but are educated at home?—That may be so, but I have no facts to that effect.

839. If that be so would not that very materially affect your calculation?—Not materially; it would affect it in a slight degree, but the numbers would be too small to make any material impression on the calculation.

840. How so? The number of girls in the upper and middle classes must be as great as the number of boys, and if a very large proportion, one-half, do not go to school, surely it must make a very material difference in your calculation?—I think not on the average of the whole community. If the children of the upper and middle classes are one-fourth, the girls of the upper and middle classes would be one-eighth, and then a proportion of that one-eighth would not go to school for so long a time as the average of the boys; but I really do not think that it would alter the average of the whole number very considerably.

841. But it would have the effect of making your representation of the number of years spent at school by the children of the upper and middle classes lower than it really is?—No. In fact, I ought to have said, in answer to the previous question, that the greater or less amount of home tuition received by girls of the upper and middle classes would not *at all* affect my calculation of the average school time of the children of these classes; because that calculation relates, not to the total amount of education received, but to the amount received *in schools*. The fact would be as I state, that the number of years which they spend at school is so many; there would be an additional fact that the girls have an additional home education.

842. (*Rev. W. Rogers.*) You mean those who ought to be at school, not those who are at school, do you not?—The census calculation is of those who ought to be at school.

843. Not those who are at school?—No.

844. Are not the ages between 3 and 15 too high in your opinion; do not very few of the labouring class remain till 15?—The limits which we took were between 5 and 12; the census estimate goes upon the supposition of 5 and 12, and it then takes all those actually at school under 5 and above 12, because there would be no reason to suppose that those numbers would not be always found at school; it would be quite justifiable to add those numbers.

845. (*Mr. Senior.*) You say, "Assuming that the Privy Council will continue to assist in the education of about three-fifths of the 'working-class scholars (its present proportion or thereabouts) the "residue being provided for by private schools and by independent "public schools, the number of children in inspected schools out of the "present population would be 1,438,225?"—Yes.

846. That is assuming each child to be six years at school?—Quite so. I take the basis of the memorandum for that.

847. What would be the number, supposing the child to be four years at school?—The result of accepting four years instead of six years as the average school time for children of the working classes would be to reduce the number of children assisted by the Privy Council (on Mr. Senior's supposition that the Privy Council would provide for all

except those in private schools, Government schools, and certain endowed schools) from 1,523,201 to 893,833. *H. Mann, Esq.* 6 Dec. 1859.

848. (*Rev. W. C. Lake.*) Are any of your calculations with regard to the number of children who might be expected to be at school based upon the supposition that the educational age is from three to thirteen ?—No ; individually I have made no calculation of the number who might be expected to be at school. I have taken the six years as I found it in the memorandum, in order to see what would come out upon that basis ; but I have made no estimate of any kind.

849. You have made a calculation of the number who might be at school ?—Yes, who are not prevented by any obvious causes.

850. Supposing that in making that calculation, you were to assume the educational age to be from three to thirteen, instead of from three to fifteen, can you tell us in what proportion the number would be reduced ?—It would not be reduced at all, because I assume that all those who are not at school above twelve may reasonably be absent from school. I do not inquire into the cause of their absence. I assume that the parents may have supposed that their education is sufficient; that whether employed or not above twelve, the parents are quite at liberty to take them away from school.

851. Then practically your calculation, which seems to assume that a certain number of children may be at school between three and fifteen, means that a certain number may be at school between three and twelve ?—And also the proportion which is at present at school between three and five, and between twelve and fifteen ; I assume that those proportions would continue. There is no reason to suppose that they would diminish ; they are found there now, and I assume that they would always be found there.

The witness withdrew.

The Rev. Frederick Charles Cook, M.A., examined. *Rev. F. C. Cook, M.A.*

852. (*Chairman.*) You are one of the inspectors of schools under the Committee of Privy Council, I believe ?—Yes.

853. How long have you occupied that position ?—Nearly 16 years.

854. Were you not an inspector of schools under the Diocesan Board of Education before that period ?—Yes.

855. For how long ?—Not quite two years.

856. Will you be good enough to state the general character of the inspection under the Committee of Privy Council ?—The duty is to visit the schools, to examine the children, to report upon the qualifications of the teachers in general, and, in fact, to ascertain everything, and to report upon everything connected either with the health, or with the discipline, or with the organization of the schools ; anything which has any bearing at all upon the condition of the children and upon their preparation for their duties in after-life.

857. Do you consider that the mode of inspection adopted is such as to enable an inspector under all circumstances to form an accurate opinion as to the condition of the schools which he inspects ?—I think that it is his own fault if he is not able to do it, excepting when it happens, which has happened continually, that from the very rapid growth of the system, the number of schools which actually must be inspected is considerably beyond that which the inspector can fairly

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attend to; but as soon as that is the case, it is his duty to report upon the state of his district, and to bring it under the consideration of the Government, and then additional assistants are supplied as soon as the necessity for those assistants is demonstrated. But it invariably happens that there must be some delay in that respect, because the inspector cannot claim assistance until he has shown that the assistance is really wanted; and then if you allow for the time which will elapse before assistants can come to him—it very often happens that an inspector for one year, and sometimes even for a longer time, is over pressed, and is not, consequently, able to give quite so much time as would be necessary to report the schools fully. I can say that, so far as I myself am concerned, I have never visited any school which I have left without the full conviction that I had ascertained everything which I considered it necessary to ascertain.

858. I was not asking you the question so much with reference to your own practice as with regard to the system under which you act?—Then it is merely a question whether sufficient promptitude is shown in appointing additional inspectors and assistants where they are wanted.

859. You consider then that the tests which you are bound to apply to the condition of a school are such as would preclude the possibility of any school being inspected and reported upon as good which should prove afterwards to have turned out scholars not adequately educated?—Yes. I cannot see any opportunities which could be open to the inspector which he has not at present. It is his duty to remain in the school long enough to see that every part of the instruction is thoroughly carried out; that the organization is quite complete, and that the qualifications of the teachers are sufficient. Of course he may be deceived either from want of judgment or of experience, or from other circumstances to which all persons are liable; but if I were at liberty to fix the opportunities which should be given to the inspector, I do not think that I could mention any except additional time.

860. (*Rev. W. C. Lake.*) When you examine a school containing 150 boys, how many hours do you devote to the inspection of the school?—I think that I should finish it very completely in about four hours.

861. How many boys on an average would you examine?—I should not consider myself bound to examine every boy, but to see that every boy had sufficient means of acquiring information, and also to test the fact by a certain number of general results which can be ascertained; for instance, I should hear every boy read, I should see the writing of every boy, I should try the arithmetic, and, in fact, go through all; but I should see the staple work of the school very easily in about an hour and a half.

862. With 150 boys?—Yes. The rest of the time would be spent in hearing the teachers teach, and hearing the boys examined by the master, and in examining them myself so far as is necessary; it is much more satisfactory, and I, of course, prefer to have the boys examined by the teachers, because by that means I get two results at the same time.

863. Could you make a close individual examination of every boy of 150 boys in an hour and a half?—No; I should hear them read, look at their writing, and test their arithmetic.

864. (*Rev. W. Rogers.*) You say that you do that, but is it usual with inspectors to hear every child read, and to examine his cyphering and writing?—I should say that all the inspectors try the cyphering very closely, and that all the inspectors try the writing very closely.

I do not know that the inspectors would consider themselves bound (I should not say that they were bound) to hear every child read, but to ascertain that they read well in every class. *Rev. F. C. Cook, M.A.* 6 Dec. 1859.

865. (*Chairman.*) What is the degree of attainment which you should require in a school upon which you would report favourably to the Privy Council?—That the children should write from dictation correctly. I should select the passage myself. I generally give out two or three sentences myself, enough to test the results. I should say that the penmanship and the spelling are very good in a great many schools. I think they are exceedingly good for boys; as regards arithmetic, they are thoroughly good arithmeticians in a good school, as far as vulgar fractions and decimals. In all the principal schools they are very well taught now; the masters and mistresses are trained very thoroughly in arithmetic. The children read with great fluency; if you were to go into any good London school, and examine the first class, you would find that there was scarcely a boy who had not some dozen books of his own, which he is in the habit of reading; they can read with perfect fluency before they leave school. Those are the essentials. With respect to their knowledge of Scripture there is a good deal of difference of opinion; but I have for a long time watched it very carefully, and I think it an extremely satisfactory knowledge. I think that they have a very good knowledge of the text, and a very good understanding of the practical and doctrinal teaching. The reading books give them a great deal of general information. With regard to the knowledge of grammar I think that there are very few schools in which boys know much grammar, very few in which they understand it at all; but in some they understand it very thoroughly, and grammar is extremely well taught in the training institutions. The boys have more knowledge of geography than I think most people have after the age of 30; their memory is more practised, and they retain the facts easily; besides which geography is taught in a very interesting manner. Physical geography has been well taught of late years.

866. (*Rev. W. C. Lake.*) You speak of reading, writing, and a certain portion of arithmetic as the essential things, combined with a good knowledge of scripture; and you consider that in those essential points the schools in your district are very good?—The good schools; many are very bad; a great number fall very short of a satisfactory standard, as is shown by our reports. I should also say that I scarcely should visit a school, without pointing out that some one of those three subjects requires greater attention. In some schools the reading is bad comparatively: in some the penmanship is indifferent, and the spelling not so good; and in others the arithmetic; but those three points in reality I consider the tests of a good school, and I attach more value to them, because they are points which really can be ascertained positively.

867. (*Chairman.*) You are speaking now of boys' schools. In addition to that what further do you require in girls' schools?—The girls' schools can do the same things, and in addition to that they learn needlework universally. In many girls' schools, the whole of the afternoon, and in all of them the greater part of it, is given up to needlework.

868. Is any attention paid to singing?—Yes; they sing very well in some schools.

869. But you do not make it a requisite?—No, not at all; but we always report upon it.

870. As a matter of course you report upon it?—We have an entry

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for singing, and we generally note it. I am not a musician myself, and, therefore, I am obliged to trust partly to the report of others, and partly to a practised ear, as far as schools are concerned. I can tell whether the singing is generally good in the schools or not; in some it is very good.

871. You are at this moment the inspector of female training colleges?—Yes.

872. What number of colleges do you inspect?—Thirteen.

873. They are all training colleges of the Church of England, I suppose?—Yes.

874. Are they situated in different parts of the country?—In all parts of England, from Durham to Truro.

875. How long have you inspected them?—I should say about six or seven years; fully that.

876. Do you consider that there is a marked improvement in them since the commencement of your inspection?—Yes, but it is a fact that every time I visit a training institution, I think it necessary to make some suggestions, and they are invariably attended to, and therefore there is, as there ought to be, generally a very steady improvement in the training colleges.

877. Are you able to state what number of young women are at present in training in these colleges?—There is accommodation for 827, and this year there are exactly 827 in residence in the 13 colleges.

878. Is that number adequate to the demand?—I should think very far from it; the number of those who actually left last Christmas and are now mistresses from all the training institutions, was 420.

879. Is that the average number who go out in the year?—That is the highest number which has yet gone out, and that will be the average number until new training institutions are built.

880. Are you able to form any proximate idea of the number who could obtain places from those colleges if the supply were sufficient?—We have not the data. I have tried to ascertain it by finding out the number of applications which are made for mistresses, but persons who want mistresses are in the habit of applying to half-a-dozen different training institutions; failing at one they apply to another. I should say as a general fact that there is not one of the training institutions in which the demand does not very considerably exceed the supply, and at the large training institutions I have ascertained that the demand has generally been twice or three times beyond that which they can supply.

881. How long upon an average do young women remain in these training establishments?—I am glad to say that by the returns this year I find that nearly half of them remain two years under training.

882. They generally remain about two years?—Two years is the rule, and one year the exception.

883. Do you consider two years a sufficient time?—I do.

884. At what age do they generally begin?—About 19, and they remain two years; they have been thoroughly practised before they come, having been five years apprentices. At the end of that time they are selected after five years' examination and reports of the inspectors. Every year they have been very carefully examined by the inspectors, and at the end of that time they come up with a very great deal of practical knowledge of school work, and they have a period of two years which is partly devoted to completing their education. They learn no new subjects at the female training institutions; they go through every subject thoroughly, and a very con-

siderable portion of our time is spent in seeing that they thoroughly understand the principles of teaching, and that they are practised in teaching the best system so far as it is carried out in the institution in which they are trained.

885. Do the rules preclude the admission into these training institutions of any persons who have not been educated in a Government school?—No, it is not limited in that way. It varies very much, it depends upon the managers of the training institution; in some of the institutions they leave certain places open to those who have not been Queen's scholars. Generally speaking it is so much their interest to take Queen's scholars in every way, that they prefer Queen's scholars to other candidates, by which I mean that they have a greater certainty of the students passing the examination at the end of the time, and consequently of not either losing their character for turning out able teachers or losing the Government grant, both of which inducements act.

886. Under what management are these 13 training institutions?—Each of them is under a committee of management, with a president and vice-president. It varies in different places. Generally speaking the Bishop of the diocese is the president.

887. How are they supported?—Partly by the Government grant, partly by contributions, and partly by the fees paid by the students or by their friends.

888. (*Mr. Miall.*) Do you know the proportions?—I think last year they cost the Government about 12,800*l.*, and I think about 8,000*l.* more was divided between the subscriptions and the payment of the students.

889. (*Rev. W. Rogers.*) Practically, are there not very few who pay for themselves?—Very few.

890. In fact, have they not become Government institutions, practically speaking?—The Government pay for a number of girls who are taken into the training institutions, but they are no more Government institutions than the schools belong to the parents of the children.

891. But they have no other students except Queen's scholars, have they?—At present there are 677 Queen's scholars, and 150 other students.

892. (*Chairman.*) Did I rightly understand you that the expenses of these 13 institutions are defrayed in the proportion of three-fifths from the Government grant, and two-fifths from private money?—I think that that is a perfectly true statement, and yet it is very likely to give a wrong impression. The Government pay for the institutions in two ways; they make grants to the institutions for the results of the Christmas examinations, that is purely a grant from the Government to the training institutions. Besides that, the Government pay for the Queen's scholars, in which case the Government stand to those Queen's scholars and to the training institutions in the position of the parents of the children, and therefore they pay their part to the training institutions; so that, taking those two grants together, the Government pay 12,883*l.*

893. Will you now state the amount received by these institutions from fees and subscriptions?—8,129*l.*

894. (*Rev. W. Rogers.*) The number of private students has very much diminished since the Queen's scholarships have been introduced, has it not?—The Queen's scholarships have been now introduced for a considerable number of years, and there were very few training institutions in existence when they first came; they have displaced the other students to a certain extent.

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895. (*Mr. G. Smith.*) Is there any marked difference between the Queen's scholars and those who are not Queen's scholars, as to aptitude and usefulness?—There is a very great difference; so much so, that they wish at Whitelands and other training institutions to keep some balance between the Queen's scholars and the other students, and they invite at present any persons to enter as private students, but when they examines such candidates upon elementary subjects, they very seldom find that they are sufficiently prepared, and therefore they give the preference to the others.

896. That is the case upon entrance, but when they have entered and are going through their course, is there a marked difference between them?—No, I think not.

897. Does the zeal of the private student in any way make up for her want of previous preparation as compared with the Queen's scholar?—I should put it in this way, that generally speaking the proportion of those students who have not been Queen's scholars, who are admitted into the training institutions, come from rather a better class of society, and with a very decided intention of taking up that line of life; and upon the average I think they are nearly upon a par with the others. I should say that, perhaps, they are superior to them in fundamental cultivation, but very inferior to them in preparation for examination upon any subject. They do not know what they have learned at all accurately; they cannot pass to an examination in arithmetic as far as principles are concerned.

898. (*Rev. W. C. Lake.*) You mean that they are young persons of equal ability, but are much worse trained?—Yes, much worse trained as far as preparation for examination goes.

899. (*Mr. Senior.*) Worse trained or differently trained?—I should rather say differently trained. I have seen, for instance, young persons who have taken a very good class at the end of the time who had all their work to begin over again, but then after the first six months they generally evince a higher tone of mind.

900. (*Rev. W. C. Lake.*) Did not you say that those who are not Queen's scholars are very deficient in accurate knowledge of elementary subjects when they enter the training schools?—Yes, but I should say that subsequently a few of them rise to the highest level.

901. (*Mr. G. Smith.*) On the average do they make up what they want at entrance?—Upon the average I should say that those who do not rise to the highest level fall very far below the others.

902. Carrying them beyond the training college, have you observed the two classes as practical masters and mistresses, and any difference between them there?—My impression is that those who have been trained as Queen's scholars are by far the best practical teachers.

903. (*Chairman.*) And that the natural fancy for the avocation, which is shown by the individuals seeking education in a training school, does not evince, subsequently, that greater aptitude which you might have anticipated?—I think not; that is my impression.

904. (*Mr. G. Smith.*) Have you any means of seeing whether the masters and mistresses trained in the colleges generally continue in the calling of teachers?—I confine myself to females; I think that mistresses remain in the profession generally, excepting those who marry; and of those who marry I have ascertained in several institutions that fully half marry schoolmasters, which would be very easily accounted for; and when they marry schoolmasters a very large proportion of them, indeed nearly all, remain either directly as schoolmistresses, or at any rate connected with the management of a mixed school, or of boys' and girls' schools.

905. (*Chairman.*) And probably some portion of the remaining half pursue their avocation as schoolmistresses, although their husbands may not be schoolmasters?—A certain proportion; I should think not a large proportion. I should also say, though I cannot give the facts in a statistical form, because they really cannot be ascertained quite perfectly, that the proportion of those who marry is certainly very considerably below what might be expected. I have ascertained that from the matrons, who keep up a close correspondence with the students who have been out for some time, and I think that it may be accounted for by the fact that the social position of a schoolmistress is a very peculiar one; it separates her very much from the class to which she originally belonged, while it does not bring her socially into contact with a different class, and therefore she is very much isolated. She would not marry a labourer, she would not marry an artizan who was not an educated man, and she is not very likely, generally speaking, to marry a person very much above herself; she does so sometimes. *Rev. F. C. C. M.A.* 6 Dec. 1859.

906. (*Mr. G. Smith.*) Is there any difference with regard to the continuance in the calling between the classes of private pupils and Queen's scholars?—I cannot answer that question at all.

907. (*Chairman.*) I think you stated that before you became connected with the Committee of Privy Council you were diocesan inspector of schools for two years?—Yes.

908. That was in the diocese of London was it not?—Yes, I was secretary to the Board of Education and so inspected the schools which were in connexion with the Board of Education.

909. Is the system of diocesan inspection in the diocese of London still maintained?—It is, but it is supplementary to the other inspection. As a rule the inspector for the London Diocesan Board only visits schools which are not under Government inspection.

910. So that it is practically superseded by the Government inspection?—On the contrary, it is very much needed. The inspector visits a vast number of schools, which are not at all in a state to receive Government assistance, and which have not the least inclination to be inspected, until they have some hope of being raised to that level.

911. What class of schools are you principally referring to, when you so describe them?—Merely the poorer schools, district schools in which they have not been able to pay for a thoroughly good master, or to incur the expense of a complete organization of the school; but the object of the London board has always been to raise the schools, which have been under the inspection of the London Diocesan Board to such a position that they may receive the Government grants, and as the result, I believe that out of about 200 schools, Mr. Glennie, the late inspector, got 83 put under the Government system with certificated masters.

912. (*Mr. Senior.*) Are the reports of the diocesan inspectors published in any way?—The general reports are published by the London board, and in other dioceses, generally speaking, by the diocesan boards.

913. Every year?—Every year.

914. (*Chairman.*) How is the diocesan board of inspection supported?—By voluntary contributions.

915. What was the amount of subscription to the diocesan board, when you were connected with it?—I cannot answer that question exactly, because we were living partly upon our capital. Two or three great efforts were made, and a certain sum was raised, and a portion of that capital was expended continually.

916. Is that board adequately supported now?—Very inadequately indeed; we have very great difficulty.

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917. Is that want of zeal in its support partly caused by the supposition that the Government grant may pay for all the inspection which is requisite in the diocese?—I doubt very much whether there is much difference between the income when I was secretary and the income at present.

918. You think that it is not much worse now than it was?—I think not. Then I should say that the late bishop, feeling that it was the only way in which the schools of the diocese could be looked at, exerted himself to the utmost in getting subscriptions and giving largely, and calling upon all his private friends to see that they did subscribe. But it is a fact that the London Diocesan Board has never got hold of the public in any way. I do not think that it has ever succeeded in impressing upon the public the importance of keeping up such an institution.

919. It is probably not within your own knowledge, and it may therefore be hardly a fair question to ask you, but are you able to give any idea of the number of schools within the diocese of London which it would be desirable to inspect, and which do not come under the inspection of the Committee of Privy Council?—I am not able to answer that question. As far as I remember, I think that there are about 280 schools which are inspected by the London Diocesan Board; but I have not the facts.

920. Those 280 schools, I presume, are none of them inspected by the inspectors of the Privy Council?—Very few at any rate.

921. (*Rev. W. C. Lake.*) Should you say that that diocesan inspection was highly valued, and that the suggestions of the diocesan inspectors were attended to by the managers of the schools?—Yes; I think that it was very efficient indeed. I think that it was as good as any other inspection; so much so, that I recommended Mr. Glennie, who succeeded me, to Lord Granville, who was kind enough to appoint him inspector, which of course proves that I considered that he did his work thoroughly well. I believe that the present inspector is also a very efficient inspector.

922. I did not mean to imply any doubt on that point, but to ask the question, whether, when the inspectors came, without being able to make the offer of a certain distinct and appreciable advantage, their visit was at all regarded in the same light as the visit of the Government inspector?—It makes a very considerable difference of course, if the managers of a school know that a bad report will stop a grant, or that a good one will increase it. But I should say, that taking the generality of schools, the inspector's report has a very decided effect in improving them, as I think is specially proved by my former statement, that a considerable number of schools which were in an inferior state have been considerably improved.

923. Then you mean that the publicity given to the school proceedings by means of inspection is a most powerful engine, apart from the money consideration?—I think so.

924. (*Mr. Senior.*) And all the diocesan reports are published?—They do not publish the reports upon the separate schools. I should not be able to answer Mr. Lake's question quite so positively. I should not say that it was the publicity, because they do not publish the reports upon the individual schools; but the inspection is voluntary, and the managers do not invite the inspection without wishing to derive some benefit from it.

925. All the reports of the inspectors upon the individual schools under the Privy Council are published?—They are.

926. But none of those of the diocesan inspectors?—I do not know. In London they do not publish the reports upon each particular school.

927. Do you think it is advisable that they should?—I do not know. I think that there would be a great deal to be said about that. It would be very inadvisable, and I think very wrong, that any school receiving public money in any way should not be brought under the notice of the public; but when people find that they are in great difficulties, and are anxious to get, as it were, friendly advice, my impression is, that if they knew that there would be publication, one-half of those who apply would not apply at all, and, therefore, I think that the London Board have exercised their discretion aright in not publishing the special reports. The managers are perfectly aware that the notice of the school is brought very distinctly under the bishop's eye, and under the eye of the board. Some managers are anxious to have their schools conducted better, but they do not know how to set to work. I have seen the case of a district, the whole of which has been neglected; three or four persons have got up a school with great difficulty, and it has been inspected and reported upon as being a very bad school, and thus the only persons who have done anything in the county are the only persons who have incurred any reprehension for short-comings.

928. (*Rev. W. C. Lake.*) Have you a strong opinion that the system of inspection carried on by the Privy Council has been a very powerful means of improving education?—Yes, I have a very strong opinion on that subject; it appears to me that the Government have chosen persons of very high qualifications in every way, and that the inspectors devote the whole of their time to their work. I do not see anything in the system (I am not speaking of individuals) which can be considered in fault in that respect.

929. (*Mr. Miall.*) I gather from your answers to some of the questions put to you, that you consider inspection to be a very useful stimulus to schools, even where that inspection cannot offer, as the result of being satisfied, any support from Government?—I consider it of the greatest possible value. I think that if you could get every school in the country you would be doing more good by having those schools inspected which are at present not under inspection, than those which are under inspection. Where the people are perfectly indifferent to the matter, if they knew that the school would be visited and reported upon, I have not the least doubt that it would draw out one-half of the bad schools.

930. (*Rev. W. C. Lake.*) Can you put in a definite shape the advantages arising from inspection?—The pointing out of many defects in the school; a distinct statement of what measures would at once remedy those defects, the publicity which would be given to the report, the offer of assistance where it is needed.

931. And advice given?—And advice given.

932. (*Mr. Senior.*) You include among the advantages the publicity given to the report?—I do. I may mention that when the Emperor of the French sent over the person who occupies an analogous position to that of secretary to the Board of Education here, to inquire into the state of education in England, and especially as to the inspection, that person, Mons. Eugène Rendu, reported that, in his opinion, the publication of the reports upon each school acted more powerfully on the school system than any instrumentality which they had in France, or which they could devise, short of the publication of those reports. I think that that is a very important fact, because it is really the evidence of a very competent and a perfectly unprejudiced observer.

933. (*Chairman.*) Then when you stated just now that you thought that it was very questionable whether it would be desirable to publish

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the diocesan reports, your opinion was founded upon an apprehension that, in the case of the diocesan schools which are entirely supported by voluntary contributions, the publication would put an end to inspection, and not upon any doubt as to the general expediency of publicity?—Quite so; it was simply so far as the inspection is voluntary. At present we inspect a great number of schools which invite inspection to which we make no grants; we publish all those reports, but then they are aware beforehand that that will be the case, and I have no doubt that it has the effect of shutting out an immense number of schools who would apply for inspection. If you had a general plan that every school should be inspected and reported upon publicly, I believe that it would be a most effective measure.

934. You have stated many points in which you believe the system of inspection to be useful; do you not believe that beyond those advantages very considerable good is attained by its effect upon the scholars themselves?—It has that effect, and it is a fact which has been shown in my reports for a long time, that the attendance on the day of inspection invariably exceeds the average attendance in the year as reported to us.

935. (*Mr. Senior.*) Do you contemplate that as you inquire whether a baker sells full measure, or a butcher sells wholesome meat, the Government or some authority should have a right to inspect every school. Is that your supposition?—I was speaking of course of elementary schools; I think so.

936. Whether public or private?—I think that all elementary schools would be much benefited by inspection.

937. (*Mr. G. Smith.*) What do you take to be the relative advantages of an annual inspection of this kind and the constant superintendence of a good clergyman and a good clergyman's wife?—Neither, I think, has any tendency to compensate for the want of the other; I think that the school will not be a good one unless it is superintended by persons resident in the place and taking an interest in the maintenance of the school. I should say, speaking of good schools, that by far the greatest number are good because the clergy and the holders of property take a very warm interest in them, and superintend them regularly.

938. Suppose a school to be closely attended to by the clergyman or by other persons taking an interest in it, what does the annual inspection add to that?—First of all you ascertain the fact that it is a good school; you compare one school with another; you point out in each school the respects in which there may be a deficiency. Schools may be very good and yet there may be some advantage which is attainable easily under similar circumstances which has not entered into the idea of the school managers; you find a great variety of systems at work, and without interfering with them you point out how a thing can be done more easily, and you thereby get some approximation to a uniformity of system. I think that the good schools gain as much by inspection as the bad schools.

939. You think that the public gains by watching through the inspector the result of private experience rather than that the school itself gains?—No, I think both gain; I think that the public gains, but I think that the schools themselves gain. I say distinctly that in my opinion the good schools derive more advantage from inspection than even the middling and bad schools. I think that those who do rise to a high level are more directly benefited by the inspection even than the inferior schools, because in the good schools they learn how to

do thoroughly well what has hitherto been done very well. If I went into two schools and one was a middling school, in which they were not very anxious about an improvement, I should on my visit point out very distinctly that some subjects were badly taught, and I should report that they were badly taught; and I should point out that if they were not better taught next year the master would run the risk of losing his augmentation; and that we should look very carefully at the pupil-teachers, which would have a very direct and positive effect upon the school. I go to a very good school in which the managers are exceedingly anxious that everything should be done well; they are present during the whole of the examination, and they take notes of everything which is said from beginning to end, and they are sure to consult me afterwards; and the consequence is that in a very good school, there would be some improvement introduced, simply because people are in earnest about it. In the country when I have been inspecting I have generally found that the noblemen or the large landed proprietors, who maintained a great many schools and took an interest in them, were sure to find out every recommendation which the inspector had made, and generally took care that it should be carried into effect.

940. That proves the use of inspection to consist rather in suggesting improvements than in positively ascertaining results?—That is one direct part of the inspector's duty as stated in our instructions when we were first appointed; namely, that we were to be a means of giving information to the managers of schools.

941. (*Rev. W. C. Lake.*) Assuming the great general benefit which you speak of from inspection, do you not think that the examining process might be done more thoroughly if the inspector were disembarrassed of that disadvantage?—I do not think that there is any disadvantage to be disembarrassed of.

942. You spoke of suggestions, for instance, with regard to all the arrangements of the school of every kind, that must absorb a great deal of the inspector's time?—It is merely done as he is going through the school; the doing away with it would not save him half an hour. His business is to inspect the school thoroughly, and to report upon the school, then the other points come out.

943. In a school of 150 boys how much time of the inspection would the inspector devote simply to examining?—It would take the whole time; but during that time the managers who take an interest in the matter, the schoolmaster, and the persons concerned in the school, are watching and asking questions as the inspection goes on from time to time. It would be no excuse for the inspector's not inspecting the school that he had been doing something else, but if he had time to do so he would attend to those points in addition afterwards.

944. (*Mr. G. Smith.*) Supposing that the clergyman and the clergyman's wife, and other persons locally interested, are constantly looking after the school, do you think that their examination would be more thorough than that of the inspector can possibly be?—Yes; I should think so.

945. Do you think that there is no danger of Government inspection rendering the clergyman and persons locally interested less active in inspecting schools?—I should think quite the reverse.

946. You do not think that it has a tendency to throw the onus of inspection on the Government inspector?—I should think quite the reverse.

947. (*Rev. W. C. Lake.*) Is it not a frequent complaint that mistakes are made as to the result of the inspection?—I should think it

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occurs almost as often as the inspector makes an unfavourable report on the school. With my knowledge and with my professional bias I should think that the inspector was more likely to be in the right. It is under a very heavy responsibility that he makes his report. If there is a mistake the managers have time to go over the class work, and send in a specific letter to the Committee of Council, stating exactly how it was that the inspector's report was not satisfactory; how it was that he did not examine this part of the school, and did not examine that part of the school, and I think the inspector is perfectly aware that he is being inspected all the time that he is examining the school quite as much as the school itself. I do not mean to say but that it may happen, of course, that the managers are in the right and the inspectors in the wrong; but an inspector must have a very slight idea of his work if he cannot support his statement by real absolute facts. Lately I saw a very lengthy correspondence about a report; the state of the case appeared very strongly indeed; the inspector carried off all the papers, and there was quite enough in the papers to justify every word he said.

948. Are not many of the inspectors young men, who have not been in their office a long time?—That applies to the assistant inspectors.

949. Do you think that such a person would carry off an accurate impression of the state of a school of 150 children, by an examination of four hours?—No, I do not think that he could. If it were a very good school, or a very bad school, I think he would be sure to be quite right. I should say, that my own judgment of a school very seldom varies after the first hour.

950. But I am speaking generally of the inspectors?—I have always recommended the young inspectors to take as many facts as they possibly could, to collect those facts, and to compare them, and to say as little upon them as possible, until they, at any rate, had made one or two complete tours of inspection.

951. Then I collect that young inspectors would frequently be liable to make mistakes, except in the case of schools which are either very good or very bad?—Yes, I think so. I think that it would be a very good thing if we had some course of preparatory training for inspectors; they have to learn their work in some way. The principle of having assistant inspectors is, that as the inspector directs what schools the assistant shall visit, it is also his business to give him such information and instruction that he is not likely to do any serious mischief in inspecting for the first time. They are moreover on probation during three years.

952. (*Rev. W. Rogers.*) Do you think that injustice is done to teachers by the hurried way in which the inspection is made?—I doubt that very much; my impression is, that the teachers are very well able to defend themselves.

953. (*Mr. Miall.*) Do you consider that on the whole the system of inspection is one of the most powerful agencies for the improvement of education?—I believe that it is.

954. And that if it could be extended to all public schools in the country probably those schools would be very much improved?—I have no right to answer that question; it goes entirely beyond my special experience.

955. I mean only the public elementary schools?—Yes, decidedly; I should say that very positively.

956. Supposing that any part of the present system of Government support to schools were done away with, do you think that the system

of inspection would be the last which ought to be done away with ?—That is scarcely a fair question to ask. I do not think that it would be of any use to make grants to schools unless they were inspected. I think that the money would be thrown away to a very great extent if they were not inspected. *Rev. F. C. Cook, M.A.* 6 Dec. 1859.

957. I am supposing that no grants were made to schools, and that the Government retained the inspection, even then, if I gather your opinion rightly, inspection would be a very valuable agency in maintaining and improving education ?—I should not say that; I do not mean to say that it is not the case, but I certainly should not say that it would be.

958. Did I misunderstand you in supposing that when you were speaking of the diocesan inspection carried on independently altogether of the Government, and where there was no expectation of receiving the Government grant, you said that that inspection attained very valuable results ?—I think that the schools are improved by inspection, and I have no doubt that they would be improved by inspection under any circumstances. But those schools which are at present inspected without any view of obtaining any direct results are thereby being brought into a state (and the managers are aware of that) in which they will have that assistance which is really necessary for carrying them on effectually.

959. But is it the case that in all schools, or in a great part of the schools inspected under the diocesan inspectors, they are looking forward to being made a part of the Government scheme ?—I should say with scarcely an exception. I should say that the general statement comes to me in this way. "It is of no use coming to you, because you "will merely make an unfavourable report upon us, and we shall not "get anything, and what we want first of all is to get some advice, "and instruction, and help for getting our school into a situation to "receive something," and then they go to the London board. Therefore, although it is voluntary, it is still with a view to the ulterior advantages, which they expect to receive from the Government.

960. Then there is no objection on the part of the church schools generally, to receive Government aid and Government inspection ?—I believe that objection belongs quite to the past. I do not believe that the feeling exists, excepting in an infinitesimally small number of cases.

961. You think that the great value of diocesan inspection now consists in the hope, on the part of the managers of schools, that they will be able by the improvements thereby introduced, to come within range of the Government grant ?—Practically, I believe that that is the case.

962. (*Rev. W. Rogers.*) In addition to the reading, writing, and arithmetic, other subjects are taught in the schools, are they not ?—Yes; they learn grammar, geography, and English history; they have a general education.

963. Considering the class of children who attend the schools, and their future prospects of labour, do you think that the instruction given is most adapted to their station, and calculated to remove the ignorance and prejudices which that class entertain ?—It ought to be so, because the schools have been established by persons who had a very definite object, which was that of preparing the boys and the girls for their future duties, and the reading books have certainly been revised, and re-written continually with a view to make the information of such a kind as would be interesting and instructive to them, and such as would be likely to adapt them for the positions which they will probably

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occupy ; and I think there has been a continual tendency to make the instruction more practical ; that has been really the wish of the managers, and I think that it is steadily kept in view.

964. There is great ignorance on the part of the people with regard to sanitary measures, and the laws which regulate health ; do you think that that subject might be more introduced into schools ?—In the reading books there are good lessons upon sanitary subjects ; that would be the most simple and practical way of bringing them into the schools.

965. Has this paper ever been brought before you which is signed by all the heads of the medical profession, saying, " We are of opinion " that it would greatly tend to prevent sickness, and to promote sound- " ness of body and mind, were the elements of physiology in its appli- " cation to the preservation of health, made a part of general education ; " and we are convinced that such instruction may be rendered most " interesting to the young, and may be communicated to them with the " utmost facility and propriety in the ordinary schools by properly " instructed schoolmasters ?"—As a practical answer I should say that the best plan would be to have simply a book containing in a practical and intelligible form that information, which book would be read at the training institutions and the schools.

966. At present it is not done, I believe ?—Yes, it is. Of the lessons which I heard this morning, one was upon the skin, showing exactly how the health of the body is affected by systematically keeping the pores open, and showing the nature of perspiration, and how it is affected by any check. Lessons on ventilation, and lessons on the causes which affect the air in general, are very common indeed. We certainly want practical lessons written simply and clearly, as those lessons in the Irish book are.

967. (*Mr. Senior.*) Is not this such a book (*handing to the witness* " *A Manual of Domestic Economy, with Hints on Domestic Medicine* " *and Surgery* ") ?—We do not want so much a book as a quantity of good lessons introduced in our reading books. This book is commonly found in the schools. I never heard better lessons anywhere upon all matters connected with ventilation, the circulation of the blood, respiration, combustion, the state of the skin, and the state of the body generally, than are given at the Home and Colonial School ; they regularly do the same in other training institutions.

968. (*Rev. W. Rogers.*) Lately the whole town has been agitated by a strike, and great ignorance has been shown by the men. Do you think that it would be desirable to introduce that kind of instruction, namely, the condition which regulates wages ?—In examining the London schools I should be very much mistaken if on going by chance into a good school, and examining the scholars upon money matters which include value, wages, and strikes, you did not find them to possess a knowledge of these subjects. Those lessons are extremely popular, and they touch every one of the fallacies which prevail, and every boy may go out with very good and clear notions, but of course at their age they penetrate very slightly below the surface.

969. (*Rev. W. C. Lake.*) How many subjects is it believed to be practicable or desirable to teach to intelligent boys of 13, in what you call a good school ?—The subjects which Mr. Rogers has touched upon are taught not as separate subjects but as forming part of the reading lessons of the school. The reading books are supposed to contain good practical and valuable information, so that I should not put them down as distinct subjects.

970. Will you enumerate the distinct subjects ?—Reading in the Holy Scriptures, Catechism, and Liturgy ; reading, writing, and arith-

metic; grammar, geography, English history, singing, drawing, and needlework. *Rev. F. C. Cook, M.A.*

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971. (*Mr. Senior.*) Then the political economy which you were speaking of would come in under the head of reading?—It comes in in the reading books.

972. (*Rev. W. Rogers.*) How much English history can they learn in an elementary school?—They read through once or twice the elementary histories which are published by the Christian Knowledge Society, and by other societies. I do not suppose that the boys know a very great deal about the subject; but boys of 12 years of age very seldom do know much of history anywhere. It is however a popular book with them, they like it very much, and at any rate it gives them a general idea of history.

973. (*Rev. W. C. Lake.*) Do you find that there is a tendency for the sake of the more showy of these accomplishments to neglect such homely work as reading, writing, and arithmetic, and do you find that the intelligent boys of a fair school often leave it very little versed in the simpler part of their work?—Not if they have been regularly trained in the school, I think; because really the first thing which we attend to in the inspection of the school is to see whether those elementary subjects are well done. I never look to other subjects until I am satisfied about those. If a man gives a showy lesson I invariably take the whole of the rest of the subjects.

974. Then you are of opinion, that the elementary subjects are not neglected for the sake of the higher ones in the schools which you have inspected?—Certainly not in good schools.

975. Can you at all give the proportion of what you call good schools?—I should refer you to the table in the last volume of Minutes, which gives a statement for all parts of England, as to the number of schools which may be considered as middling and bad. I have inspected so very few myself for the last six years, that it would not be fair for me to give you an idea, and it is very possible that at present I may only inspect a few good schools, because they are referred to me, by the present inspector of the district. I do not know that I have inspected any bad schools for some time.

976. (*Rev. W. Rogers.*) From what class of life are the pupil-teachers taken?—In London, generally speaking from the artizan class.

977. Which do you find turn out the best, the boys or the girls?—I do not think that I have sufficient opportunity of speaking, but I think that the girls turn out very well. The Principal of a Male and Female Training College, says, that the female teachers turn out better than the masters.

978. Are they not taken from a higher class than the boys?—Yes.

979. Do you think the boys are sufficiently paid?—Not in proportion to the girls. It is an advantage to any girl to be apprenticed as a pupil-teacher, but it is not always an advantage to a boy. Parents who are very glad to have their daughters apprenticed would often be very unwilling to have their sons apprenticed.

980. As to their examinations, do you think that the examinations of the pupil-teachers are fairly conducted?—I hope so. The only examinations which I know anything about are my own.

981. Do you think that the system of examination is fair?—It ought to be. Every year one of the questions discussed by the inspectors refers to the examination of the pupil-teachers. The broad sheet, defining all the subjects of instruction, has been repeatedly revised by the inspectors, bringing the experience of all parts of the

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country to bear upon the matter, and therefore we have really endeavoured to see that the course of studies was such as could be fairly gone through by the pupil-teachers, and that it was one well adapted to their position.

982. Do you think that the time given for the examination is sufficient?—It is five hours. The length of the examination is determined absolutely for us by circumstances; we cannot bring the pupil-teachers to any central point for more than one day, that is a certainty. We cannot fairly calculate upon more hours in the day, having reference to the proper time for them to arrive and to go away. In London I could always have given an hour or two longer than I have given, and I should very willingly have done it, but it would have been very unfair not to have made a previous arrangement with the other inspectors, that wherever the pupil-teachers might be, they should have the same time; what we consider is, that five hours in the day is as much as we can fairly calculate upon for having them together, and therefore we never give more, and I think that I have never given less.

983. Considering how much depends upon the examination of the pupil-teacher as far as he is concerned, that is to say, that he may lose the whole of his money, do you think that he has sufficient time allowed him for his examination?—I think so. If the managers of a school reported that a boy or girl had been flurried or unwell at the time, I (and I dare say all the inspectors would do the same) would very willingly give another paper when I visited the school, just to see whether he or she had broken down accidentally. When the time of the examination has been discussed at the Council Office, and by the inspectors, we have always been absolutely tied by the facts, that you cannot have two days throughout the country, and that you cannot have more than five hours in one day.

984. (*Mr. Senior.*) Are you aware of a general impression in the public that the girls at the training colleges are over worked?—Yes, I am well aware of the impression.

985. Do you think that there is foundation for it?—No.

986. How many hours a day are they employed?—The time table constantly comes under revision,—I have never visited a training institution without having a long conference with the managers of the institution, as to the time table,—and the time table is so constructed as to allow the girls time for exercise, time for meals, and to see that they rise and go to bed at a proper time, and that they are not over-worked in any way. I have also recommended, in order that there may be no question raised, that that statement should be submitted to the medical officer of the institution, and that he should hold himself responsible for making any representations to the managers for an alteration if necessary. I have altered the time table myself, at least I have recommended an alteration, and it has been adopted in several institutions in the last two years. I believe myself that the young women are certainly not over-worked at present.

987. What is the average number of hours that a girl is to be employed per day?—That is rather a difficult question to answer. I think about five or six.

988. (*Rev. W. C. Lake.*) Do you take into account her private work?—Yes, that takes everything into account. They get up at a fixed time, they do all the household work, they clean their own rooms, they take exercise several times in the day, they are a great deal engaged in the schools as well as at their lessons, and I think that at present the

time which is given for lectures and for lessons, which has been modified very frequently, and always in one direction, namely, that of giving less time, allows a very considerable amount of time to be given for recreation. The impression is a very different thing from the facts; the impression has been a very strong one. The medical officer of one of the training institutions said to me, "I consider that the girls are "very much overworked, and have not sufficient time for recreation." I asked him how much time they had, he was not aware, but went entirely upon impression. I asked him how many hours they should have for recreation; he stated it, and we found that they had more time a great deal than he stated. With regard to the health of the students, the report from all the medical officers is, that it is very considerably above the average.

989. (*Chairman.*) What is the amount of remuneration given to the female pupil-teachers?—It is paid to the parents; it begins with 10*l.*, it increases every year until it is 20*l.* at the end of the fifth year.

990. What is the amount paid per annum to each girl, both from private and public sources in the training school?—The Government pay for all at the training schools; I think it is about 17*l.* 10*s.*

991. What is the remuneration which a young woman upon leaving the training school obtains as a schoolmistress?—For a certificated mistress taking all she has, I think it averages between 50*l.* and 60*l.*

992. Are you able to state the lowest and the highest sums which they obtain?—From 35*l.* to 50*l.* is what the managers pay them, besides what they get from the Government, therefore I should say from 40*l.* to 60*l.*

993. £40 is the lowest, and 60*l.* is the highest?—Yes, for a trained teacher, taking in everything. The average pecuniary emolument of the certificated mistress, including the Government grants and all professional sources of income, are 61*l.*; uncertificated, 37*l.*

994. (*Rev. W. Rogers.*) Do you not give a wrong impression when you say that the Government only pays 17*l.* 10*s.* for a student who is a Queen's scholar, because for every one who passes so much more is given?—I did not understand that his Grace meant what does each girl cost in the training institution, because it would come to this, that each girl costs in the training institution at present, I think, 36*l.*; out of that 36*l.* I think that she costs the Government, the Government paying for her board, about 28*l.*

995. (*Chairman.*) Will you be kind enough to state what you consider that each pupil has cost the public before she assumes the position of a teacher?—She has cost five years' apprenticeship, which is about 120*l.*; she has cost two years' training, and the average expense of the training for one year is 31*l.*

996. (*Rev. W. Rogers.*) That does not include the pocket-money which they are allowed by the Government, does it?—I know nothing about their pocket-money; it includes everything which can be ascertained in any way. Each young woman costs the Government 100*l.* as a maximum, and 95*l.* upon the average, during her apprenticeship; she costs the training institution for two years 62*l.*, of which 62*l.* about 40*l.* comes from the Government; therefore she has cost the Government about 140*l.*

997. (*Chairman.*) And she has cost other than her parents 162*l.*?—Yes.

998. (*Mr. Senior.*) You say that she has cost the Government, as pupil-teacher, 95*l.*?—Yes.

999. But for that 95*l.* she has given her services, as a teacher, for five years?—Yes.

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1000. That must be deducted from what is given by the Government?—That is not the cost for training a mistress; it is merely that she has taken so much of the public money, but it is for being an assistant in a school for five years.

1001. What would have been the expense of an assistant teacher during that period, supposing one assistant teacher should be equal, as I suppose she would be, to two pupil-teachers?—She would cost a good deal more.

1002. In fact, therefore, that 95*l.* must not be taken as the expense of the pupil-teacher, but as the expense of the children taught?—Of maintaining the school so far as the training goes.

1003. All that the trained teacher can be said to have cost the Government is the 40*l.* which she has cost in the training college?—In one sense that is so.

1004. (*Rev. W. Rogers.*) Are you perfectly satisfied with the curriculum in the training schools; the subjects of teaching?—They have been looked through repeatedly to see whether there is anything which ought to be omitted or added.

1005. (*Mr. G. Smith.*) Do you think that the training of the pupil-teachers in the art of teaching bears a due proportion to their general training?—That is the point which I have considered the chief point of the inspection; it is certainly the very first thing aimed at, and to which the greatest attention is directed, and in that I think the results have been most successful in the good training institutions. In every one of my reports I report specially upon that point, and there is no doubt whatever that there is not any one subject of instruction which they are not practically exercised in. The principles are very clearly explained to them; a portion of their time is spent in the schools and in carrying out what they learn. I think that due attention is certainly paid to this point. The system varies very much in different training institutions, and in its results; but I should say that in none of them is it neglected.

1006. (*Rev. W. C. Lake.*) Is not very great attention paid in some of the training schools to the subject of domestic economy?—Yes.

1007. You have expressed a strong opinion, in some of your reports, that on the whole it is taught successfully; will you describe to us what is meant by domestic economy?—They learn everything connected with the kitchen, with the laundry, with every kind of domestic work which they do; they spend a good deal of time in the kitchen; they prepare different kinds of food.

1008. (*Chairman.*) And in the bakehouse?—Yes; they make their own bread in many institutions; and if they do not, they make bread enough to know how to make it. It is a common lesson for a girl to make a loaf for the instruction of a class of children, who see it from the beginning to the end, and eat it afterwards.

1009. (*Rev. W. C. Lake.*) That is a branch of pupil-teaching, which is insisted upon in almost all the training colleges?—Yes, they like it very much; it is very popular with the students, and the principles of domestic economy are taught with a great deal of care. That little book upon the table was written by a person, who is a man of good practical scientific attainments.

1010. Is any account of needlework taken in the examinations?—Yes, in two ways. Every student is examined very carefully in needlework, and produces specimens of every sort of needlework, which are sent up and revised by practical needlewomen, and for which they get very high marks if they are good, and lose marks if they are not

good. Besides that they have a paper on domestic economy, to which a certain value may be attached. Of course a clever girl may get it up; but in addition to that they bring a certificate from the matron of the training institution, stating what progress they have made in practical housekeeping, what kind of domestic work they have done, and how they have done it, and that is taken into account in the examination, and they get very high marks for that paper, together with the certificate.

1011. So that you think very few schoolmistresses can now be turned out into the world from these training colleges who are not practically versed in household work?—Their knowledge must be very imperfect if it has not been laid upon a foundation of good household training. The training institutions cannot inform the students thoroughly. There are a large number of girls, and a great many things to do; but what they can do is to give a right direction to their minds, to impart to them the leading principles, and to see that they do not go out in entire ignorance of household matters. I do not think that they could do more than they do in the best of those institutions.

1012. Some complaints have been made of a misdirection in their religious teaching; it is thought that some parts of the teaching in their Bible lessons are overdone. Should you say that the religious teaching in training schools for mistresses is, on the whole, in a satisfactory state?—I think that it is excellent. Persons of high authority have told me that they never look at those papers without forming a very high opinion of the soundness and the practical character of the religious instruction. I believe myself that if you take a young person (they are very young when they leave the training institution) there is extremely likely to be something which is not very satisfactory to you; but generally their knowledge of Holy Scripture is very good indeed. I have myself looked over the papers ever since the system was begun, they are certainly good; the subjects are not very extensive, about 30 or 40; they learn the Gospels, and the Acts, and some Books of the Old Testament.

1013. (*Mr. Senior.*) How much are they required to learn by heart; how much of the epistles, for instance, would they be required to know by heart?—They would not be required to know any of it, but they generally do know a great deal.

1014. Look at No. 1 supplementary question,* that supposes a good deal to be known by heart?—Yes; they do that; it is what they have to learn; those are the subjects which entered into the examination; they know that they have those particular epistles to be prepared in, and the way in which the lecturers do prepare them is to go through the epistle, giving all the information about it which is necessary, and seeing that they understand it thoroughly, and then the students get it up very perfectly, and commit a great deal of it to memory.

1015. Do they commit a great deal of the Old Testament?—No, a very little. The only part of the Old Testament which they would commit to memory would be the portion which is marked out for the year; for instance, last year it would be the last part of Isaiah; they would not be expected to know any other.

1016. They would not be asked any such questions as those, without

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* "Give an exact and complete analysis of one or more of those portions of Holy Scripture and write out at least six consecutive verses from one of the Epistles in which they are found:—

Galatians,	C. 2.,	beginning,	'Then fourteen years,' &c.
„	C. 4. and 5.,	„	'Now, I say that the heir.'
Philippians,	C. 1. and 2.,	„	'If there be, therefore.'
Colossians,	C. 2. and 3.,	„	'For I would ye know.'
Hebrews,	C. 4., v. 14., to end of C. 7.	„	'Having, therefore, a great high priest.'"

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its being known beforehand what they would be asked and their being prepared?—No. I settled a long time before Christmas what would be the particular portion of Scripture in which they would be examined at Christmas twelvemonth.

1017. (*Rev. W. C. Lake.*) Referring once more to your reports, you state that in the better schools you have observed that children frequently withdraw at an earlier age than in the inferior schools?—Yes, but I do not think that I can maintain that statement; it was the case. Some time ago I found that in several schools where the education was very considerably improved the children were swept away quite suddenly and completely, and the managers were perfectly convinced, and I believe it was true, that that was because the children knew a great deal more than they had ever known before, and the parents thought that they knew quite enough.

1018. Did you find, two or three years ago, on an average of several schools, that the percentage of scholars above 12 years old was scarcely 9, while in inferior schools it was 9·77?—I do not remember that. The average ages have been very carefully taken through the whole of England, and it appears now to be very nearly stationary.

1019. (*Mr. Senior.*) It appears to be absolutely diminishing?—If you look at the foot-note you will see that that foot-note is absolutely necessary to be taken into consideration. A vast number of infant schools came in, and you know how that will affect the average at once. For two or three years a sufficient number of inspectors was not appointed and the consequence was that a great number of infant schools altogether escaped; the inspectors could not inspect all the schools, and the infant schools at that time did not generally receive assistance and the inspector's duties were first to inspect those schools which had received the Government grant; but when the number of inspectors was increased the infant schools immediately came into the list, and they immediately sank the average of the number of children above a certain age.

1020. Is the number of inspectors now much too small?—I do not know; I should think not. I believe that whenever an inspector sends word that he cannot inspect all the schools assistants are given to him, provided he can show that there is work for them.

1021. (*Rev. W. C. Lake.*) May we collect that it is your opinion, that the children do not withdraw from the schools now at an earlier age than they did a few years ago?—I do not think that my opinion would be worth having. I think that you now have the facts very accurately presented for the whole of England; and I have not had much experience lately. There is an invariable complaint on the part of managers and schoolmasters, that children are carried off, and I think that the good masters feel it. I think that they are carried off too soon.

1022. (*Mr. Senior.*) Do you think that much of the inspector's power is lost by his denominational character?—I cannot see how it affects his powers in any way, nor do I see in the least what difference that system can possibly make in the number of inspectors who are employed.

1023. Excepting this, that they waste a certain portion of time in travelling?—The time taken up in travelling is a great inconvenience to themselves, and a trifling expense; but that circumstance alone would not make any difference in the number of schools inspected. Each inspector is bound by his instructions to visit a certain number of schools in the week. All his time is occupied, so that I cannot see what difference it makes where he is occupied.

1024. (*Mr. Senior.*) We have been told that the denominational system of having inspectors of different kinds crossing each other in the country occasions a much greater number of inspectors to be wanted than otherwise would be required, do you think that that is true?—It might make a slight difference in the case of Roman Catholics, inasmuch as there are a few Roman Catholic inspectors, who have to travel over the whole of England, and I dare say that the work which they do might be picked up by two inspectors. There might probably be a saving of a very small number there; but in the case of all the other schools, I believe that there is ample occupation for each inspector in the schools connected with his own denomination. *Rev. F. C. Cook, M.A.* 6 Dec. 1859.

1025. The result would be that if the denominational system of inspectorship was abolished, we should, perhaps, save two Roman Catholic inspectors, and not more?—I do not mean to say that it would not save more than that, but I think it would save a very few. I think that if you took all the time which the inspectors consume in travelling, you would find that it would not give you the time of one inspector.

1026. (*Rev. W. C. Lake.*) Do you think that it would be difficult to inspect otherwise than on a denominational principle?—It would be very possible of course, if the religious element of the schools was ignored.

1027. But only on that condition?—Yes; and even then I should say that there would be very great jealousy entertained. I myself believe that the Roman Catholics would be quite as unwilling that a Church of England inspector should examine the children in history or geography or anything except arithmetic, as they would be that he should examine them in religious instruction.

1028. Do you imagine that this difficulty would be felt by Protestant religious bodies, as well as by the Roman Catholics?—Yes, I think so. I think that some dissenting schools were all offered, (I am not quite certain of the fact,) even as a provisional measure, that their schools should be inspected by the Church of England inspector in the neighbourhood where it was very inconvenient to send an inspector of their own denomination, but that the religious instruction was not to be looked to, and that no inquiry was to be made about it; they, however, declined it.

1029. (*Mr. Senior.*) Are you aware of any inconvenience arising from the denominational plan of inspectorship, excepting that a little more time and money is expended?—Yes; there may be disadvantages, but I think that they are not to be put in the scale with the very weighty considerations on the other side. I think that there are inconveniences; I think that there is the inconvenience of a different standard sometimes being applied to different schools in the same place. When I look at the reports from different denominations I sometimes feel the conviction that the difference is to be in a slight degree attributed to that cause, but I think this a very small disadvantage compared with the fact that at present wherever an inspector is received he is received with the full concurrence of the religious bodies with which the schools are severally connected, an arrangement which has been agreed to in the most formal manner and which can be withdrawn at any time.

The witness withdrew.

Adjourned to To-morrow at 12 o'clock.

X

Wednesday, 7th December 1859.

PRESENT:

His Grace the DUKE OF NEWCASTLE.
The Right Hon. SIR JOHN COLERIDGE.
The Rev. WILLIAM CHARLES LAKE, M.A.
The Rev. WILLIAM ROGERS, M.A.
NASSAU WILLIAM SENIOR, Esq., M.A.
EDWARD MIALL, Esq.

HIS GRACE THE DUKE OF NEWCASTLE IN THE CHAIR.

Rev. F. Watkins, B.D.

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The Rev. FREDERICK WATKINS, B.D., examined.

1030. (*Chairman.*) You are one of the inspectors of schools under the Committee of Privy Council?—Yes.

1031. How long haveyou been so?—This is my sixteenth year.

1032. What is your district?—Yorkshire.

1033. Have you always been in the same district?—I have always had Yorkshire as part of my district. I began with the six northern counties, part of Cheshire, part of Lincolnshire, part of Nottinghamshire, part of Derbyshire, nominally Scotland, and nominally the Isle of Man.

1034. Your district is now confined to Yorkshire?—It is.

1035. The whole of Yorkshire?—The whole of Yorkshire. I have two assistants.

1036. You are therefore well acquainted with schools, both of the agricultural and of the manufacturing districts?—Yes.

1037. Will you state what you consider to be the general character of the inspection which you undertake?—We send notice first of all before we visit a school that we shall visit it on such a day, and we generally try to be there at the time when the school opens to hear the prayers of the school, we then examine thoroughly every class in the school; in addition to that we look at the registers of the school, see that they are kept in proper order, and that the returns are correct. We inspect all the buildings, the yards and premises. We sign the teachers' certificates, and also examine (generally by collective examinations beforehand,) the pupil-teachers in the school, during our examination we see them teach the classes of which they have charge, and give lessons in special subjects according to a scheme furnished to us by the Educational Committee of Privy Council.

1038. How frequently do you inspect a school in your district?—Once a year.

1039. At any fixed period; or do you take it without notice?—All the schools receiving annual grants are inspected at the time when the annual grants become payable. The grants are payable in certain months; in one school in January, in another in March, in another in December, and so on. We always visit the schools as nearly as possible at the time when the grants fall due, a little before if we can. Then the schools which are under simple inspection, which do not receive annual grants, we contrive to take as nearly as possible with

the annual grant schools, to avoid the expense of a second journey to that locality.

1040. Then the managers and masters and mistresses, generally speaking, know pretty well the time at which the inspector is about to pay his visit?—Yes.

1041. What time do you consider necessary for the inspection of each school; take a school of 200 children, for instance?—It does not depend much upon the number of children; it depends more upon the number of subjects taught. I can examine a school of 300 children sooner, where very few subjects are taught, than I can examine a school of 60 children, where a great many subjects are taught; and, of course, very much will depend upon the character of the school, upon its intelligence and the instruction which is given in it. Sometimes, a very bad school of 150 or 200 children can be examined in an hour and a half, to speak positively about it, and a school of 60 children, who are taught all the subjects which are taught in a school, will take three and a half hours, or four hours.

1042. (*Sir J. Coleridge.*) Of course, you do not examine each individual child?—We do, in a great measure; we hear them all read, for instance, or the great majority of them, and we see all their sums. We look at all their copy-books, and question very often the whole of the scholars, almost every child.

1043. (*Mr. Senior.*) I suppose that your experience enables you now to examine a school of a given number much more quickly than you could when you first began?—It enables me to form an opinion sooner; but I do not know that I can satisfy the managers sooner.

1044. That is to say, you could examine the school sooner?—Certainly.

1045. Your opinion, I suppose, does not much vary after the first hour?—Not much.

1046. (*Sir J. Coleridge.*) Does it form part of your inspection to make the children write under dictation or sum under dictation?—Yes, both.

1047. Would not that imply an increase of time very much according to the increased number of children?—No doubt it would, but in a bad school they do not either the one or the other. When I speak of bad schools I mean very bad ones, where the children cannot write tolerably from dictation.

1048. (*Chairman.*) What would you consider as the tests of the excellence or the reverse of a school with reference to your report?—First of all I should be very much influenced by what I call the tone of the school; that is to say, its general bearing and character, which is rather the effect of discipline than the discipline itself. I should also judge very much by the religious examination of the children, and how far they seemed to have any power of applying their religious knowledge to their own circumstances in life, whether they had any power at all of that kind. I should judge very much with regard to their intellectual qualifications by their power as readers; by their power to take, in a common reading book, some tolerably easy narrative, and to reword it, clothing it in different words to show that they understood it; that would give me a proof of their intelligence; I think it is almost always the case that where children are taught reading well the other subjects are taught well also.

1049. (*Sir J. Coleridge.*) At what age do you find children able to read well a plain passage; in what part of the school generally?—I should say in the second class of a school where there are six classes.

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1050. (*Mr. Senior.*) What would be the average age of that class?—Probably from 8½ to 9 years old.

1051. The first class being the best or the worst?—The first being the best.

1052. (*Chairman.*) What tests do you apply to the merits of the master independently of the results as evinced by the examination of the scholars?—In the case of a certificated master, he has already passed his examination; we have already examined him. He has been examined in certain subjects, a record of which is kept on his certificate. We have that test of his intellectual attainments, and the school examinations are the other test which we have of his intellectual ability.

1053. Do you make him examine the scholars in your presence?—Yes, before he receives his parchment certificate. You are aware that for the first two years he does not receive his parchment certificate after he has passed his examination; he is put in a certain class, and credited with annual grants, but after two years of actual service in the school, or nearly two years, he gives a lesson before the inspector, who takes special notes of that lesson, and reports upon it, and by that examination and by his previous class-position his certificate is determined; his parchment is then sent to him, bearing a certain statement upon it of his capabilities as a teacher. Every year when the inspector inspects the school he makes an entry upon that certificate.

1054. (*Sir J. Coleridge.*) An entry to what effect?—As to the state of the school and the apparent bearing of the master upon it.

1055. (*Chairman.*) But after he has received his certificate you do not, when you make your annual inspections, require him to examine the scholars in your presence?—Not necessarily; he very often volunteers to do it, and very often we ask him to do it; in the other case it is necessary—he cannot receive his parchment certificate without doing it.

1056. (*Sir J. Coleridge.*) The endorsement on the parchment certificate is for the purpose of securing to him the payment of his annual grant, is it not?—Yes, his grant is not made without that; it is not at first an endorsement, it is a memorandum on the face of the parchment; it is the inspector's opinion of the state of the school, if that opinion be unfavourable he does not receive the payment, but that is not very often the case; if the school be in good order and fairly taught, he receives his payment.

1057. (*Chairman.*) As regards the attendance of the children at the schools, with respect both to their attendance during the year and the number of years for which they attend, there is a register kept in each school?—Yes.

1058. Do you examine carefully those registers?—No, not the whole of the registers, we have not time to do it, it is quite out of our power; but there are certain class registers; there is a book belonging to each class, and there is also a summary; we examine the summary carefully which contains the results. I should say that the yearly account is made up, signed by the schoolmaster or the schoolmistress, as the case may be, and countersigned by the managers of the school. We have that voucher for the correctness of the account, and we look at the results; we take certain pages and see whether certain entries correspond, it would be perfectly impossible for the inspector to go through long registers.

1059. Have you the means of stating what has taken place with regard to the attendance of the children at school within the 16 years that you have been an inspector; that is to say, whether their attend-

ance at school is in the first place more regular than it was at first; and in the second place, whether it is of longer duration as regards years than it was, or the reverse?—I believe that in almost every report, in perhaps 12 out of my yearly reports, I have largely entered into the subject of the attendance of the children. I could refer you to the passages.

1060. Can you state generally whether their attendance is now longer or shorter than it was when you first inspected schools?—It certainly is not longer.

1061. Do you think that it is shorter?—Rather shorter; it is a very difficult point to speak certainly upon, because it is so extremely difficult to get anything like exhaustive returns of the state of the case; we cannot make a positive statement, because children change so much from one school to another, it is very difficult to state the actual stay of children, but I can speak positively to a point which is nearly connected with it, namely, the age of the children when they leave; they leave school rather younger, if anything, than they did 12 years ago.

1062. What should you say is the average age at which they leave school now?—It varies very much in different districts. I think that in the agricultural districts you may say 10½.

1063. And in the manufacturing?—There are a great many short timers; that influences it very much.

1064. (*Mr. Senior.*) At what age do the children leave school, omitting the short timers?—I find that the state of the case in Yorkshire is this. I now speak entirely of Yorkshire; it has hardly varied at all, I think, in the last few years. I find that of the children at school something like 39 per cent. are under seven years of age, 74 per cent. are under ten years of age, and only 26 per cent. are above ten years of age; it has been very much in the same proportion for the last six or seven years in Yorkshire.

1065. (*Chairman.*) Do you think that although the time for which children remain at school is shortened rather than otherwise, their attendance during the time that they remain there is more regular than it was?—It has been rather more regular since the capitation grant was given, and the prize system has had a small tendency in that direction, but it is a very small effect and hardly appreciable, I think, taking the large masses of schools.

1066. (*Rev. W. C. Lake.*) Do you mean a temporary effect, or do you trace any permanent effect?—I think it is not permanent, but it has hardly been tried long enough to judge.

1067. (*Sir J. Coleridge.*) By the prize system so many days' attendance is required, is it not?—Yes, 176; the same as required for the capitation grant.

1068. (*Rev. W. Rogers.*) Do the children in your district generally derive benefit from the capitation grant?—I recommended them in several schools, when the managers asked me what they were to do with the capitation grant, to give some small portion of it to the children who had attended the most regularly as an inducement and encouragement to them.

1069. Has that had a good effect?—Yes, to a certain extent. The number receiving the capitation grant has certainly increased, and therefore the regularity of the attendance of the children must have increased.

1070. What should you say influences the regularity of attendance? It is the goodness of the school or the popularity of the school in any other way?—I think it is the goodness of the school. I do not think that there is any other cause to which you can trace it.

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1071. (*Chairman.*) Do you think that the amount which the parents themselves pay has any bearing upon the attendance?—Yes, I think it has to a certain extent; if, for instance, you can make them pay quarterly they will send their children more regularly, because they make the payment once and for all, and they do not lose a part of a week. If the child is paid for by the week, and loses one or two days at the beginning of the week, the parent says that it is not worth while to send the child and pay for a week when it can only attend three or four days.

1072. Do you not also find that this motive operates, that if the larger proportion of the expense of the children's schooling is borne by others, the parents appear to be less anxious for their regularity at school than when the larger proportion is borne by themselves, that is to say, that they are influenced by the vulgar feeling of a desire to have money's worth for their money?—It is very likely so, but these are things which one can hardly trace out; one hardly knows which these cases are, and one does not know much about the actual payment. The returns are made in a lump, we do not know which children are paid for and which are not paid for.

1073. Have you ever heard such motives attributed either by the managers of schools or by the schoolmasters when you have been inspecting them?—I have.

1074. (*Mr. Senior.*) The rate of wages is very high in your district, is it not?—Very high indeed.

1075. I suppose it is the highest, taking the whole, in England?—One of the highest, certainly.

1076. (*Sir J. Coleridge.*) What is the average payment which the parents make? Is it above 3*d.* a week?—No; not above 3*d.* a week on the average. I think that about 2½*d.* or 2¾*d.* would be nearer the average, but I cannot speak very certainly upon that point without referring to books. I have reported (Report, 1857-58, p. 291; 1858-59, p. 55) on the question of school fees, which I can refer you to.

1077. (*Mr. Senior.*) The necessary expenditure on the part of the labourer in your district in consequence of the abundance of fuel is smaller than in most other districts?—But you must consider another item, namely, what he has to pay for the rent of his cottage. I think the rents are rather high in Yorkshire. In all the west and south-west of Yorkshire coal is very cheap indeed.

1078. (*Sir J. Coleridge.*) Do not they habitually live better than in the counties, where the wages are less?—Very much, indeed.

1079. So that a greater expenditure for food has become almost a necessity?—They expend a great deal more in food.

1080. (*Mr. Senior.*) And employment is more constant, is it not?—Yes, I should think so.

1081. (*Mr. Miall.*) Have you any knowledge of the relative state of wages in your district now and 16 years ago, when you commenced your duties as an inspector, taking the average rate; are they higher or lower?—I should not wish to speak positively, but I believe they are higher. Certainly, with regard to servants' wages, they are considerably higher.

1082. Are the school fees higher or lower on the average?—I did not begin to make any return about the school fees for some years, and therefore cannot answer that question; it is only in the last three or four years that I have taken up the question of school fees.

1083. You do not know from any source whether the average of the school fees would be much about the same as it was when you com-

menced your inspection?—No; I do not think that I can answer that question at all satisfactorily.

1084. Supposing the case were this, that the school fees ten years ago were precisely the same as they are now, and that the wages of the district had considerably increased above what they were then on the average, is there any disposition on the part of those who are promoting the present system to make the two somewhat correspond?—Not that I am aware of.

1085. No attempt has been made, the system is not elastic enough?—I am not aware of an attempt. Two years ago I went very largely into the question of the wages which young people earn when they leave school, and I got very accurate and very full returns from most of the important work places in Yorkshire. (Report 1856-57, pp. 297-302; 1857-58, pp. 295, 296.)

1086. (*Rev. W. C. Lake.*) You say that you have observed a tendency to take away children at an earlier age than formerly; have you observed any tendency to send them to school at an earlier age?—That would be shown by the increase of infant schools. I do not think that the infant schools have increased in any striking way. I think they are very much where they were.

1087. (*Rev. W. Rogers.*) Do you think that there is sufficient encouragement given to infant schools by the Government grant?—Yes, I think so now.

1088. They are very important?—Yes.

1089. Do you think that the inspectors visit them carefully?—They are just as much inspected as the others.

1090. (*Mr. Miall.*) Do a large proportion of children who afterwards go to public schools go to dame schools at first?—Yes, many of them do.

1091. So that you can hardly tell whether they go earlier than formerly?—No; in fact I do not see how I can form an opinion upon that point; I do not feel that I have any means of forming an opinion upon it.

1092. (*Rev. W. C. Lake.*) Do you find that the children, although they leave earlier than they used to do, learn as much or even more within the time?—I have no doubt they learn more. That is one reason which I have mentioned in one of my reports, that the parents wish to get the child to work as soon as possible, which is the real point after all.

1093. Still the parents also want the child to be adequately instructed; do you think that at the age of ten, you could say that a child is very much more adequately instructed than used to be the case?—The parents' view is, that as soon as the child can read a little, and write a little, and count a little, as they call it, he is fit for work in life; and as soon as that is attained they take him away, as a general rule; of course there are exceptions.

1094. Supposing you were to say that the parents' view was that, as soon as the child could read well, write well, and count well, he might be taken away, do you think that that would be altogether an unsound view?—No.

1095. Remembering always that in the process of attaining that knowledge, the child must have attained a good deal of other knowledge besides?—By reading well, you mean also, that the child not only has conquered the mechanical power of reading, but that he understands the subject matter of what he reads. Then I do not think that the child would be at all badly educated. I would take the third or fourth books, they are called books of general knowledge; they are not very difficult

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in matter, and not very difficult in style, and many of them are full of very interesting matter; if a child can read one of those books well, and answer questions asked on the subject matter of the lessons in it, bearing upon grammar, geography, and scripture history, I should say that he has not been badly educated.

1096. Supposing a child could read well, write well, and do the earlier rules of arithmetic well, assuming that that implies a considerable amount of knowledge gained in the process, would you consider that that was a satisfactory education?—I should not think that the first four rules of arithmetic were sufficient, more of arithmetic would be required than that; I should certainly go as far as bills of parcels, for instance, and the rule of three as being extremely useful in all the work of life.

1097. (*Chairman.*) You have stated that you conceive that the children learn more now, say before 10 years of age, than they did formerly. Are you able to form any opinion whether they retain more, that is to say, whether a boy or girl arriving at the age of 17 or 18 is better informed now than he or she was at that period of life formerly?—I can only speak from hearsay upon that question. I hear clergymen say this amongst other points, they say that candidates come for confirmation much better prepared and with much better knowledge of the subject, and evidently with a better remembrance of what they have been taught at school, than they used to do. That is the only point which I know positively and directly bearing upon that subject.

1098. Have you never heard it remarked that they are very apt to lose a great deal of their learning at an age somewhat subsequent to the usual age for confirmation, that is to say, from 18 to 20 years of age?—I think there can be no doubt that they do; when you come to have any intercourse with them at all you find that they are very ignorant; it is very difficult always to ascertain what has been their intellectual status at any time, what they have actually acquired.

1099. (*Sir J. Coleridge.*) Assuming that a boy leaves school, as Mr. Lake has been putting it, reading well, writing well, and counting well, with regard to a great number of them are they not in situations of life which give them no call either to read or to write or to count?—I can hardly conceive any situation in life where reading, writing, and counting could not be carried into operation; to agricultural labourers reading is useful, and writing and keeping accounts.

1100. The question is whether they have any opportunity for it?—They have not of course much time to give to it.

1101. (*Rev. W. C. Lake.*) Have you seen any proof that their present education, although very early terminated, is a stimulus to them to acquire more for themselves?—We see that in night schools very strongly.

1102. And this zeal for night schools you attribute in a great measure to the present action of the early education?—There are two reasons; one is that, and the other is the practical consciousness of ignorance, and men feeling that ignorance try to catch up the others and to learn something. There are two classes at the night schools, those who wish to improve what they have already attained, and those who are utterly ignorant and come to try and learn something, because they are ashamed of being ignorant.

1103. (*Sir. J. Coleridge.*) Does not the second class, namely, those who are entirely ignorant admit of a subdivision into those who have never learned, and those who have learned and forgotten?—It does

but I think that those who have learned and forgotten would not form the greater part of that class.

1104. (*Mr. Miall.*) Do you think that there is a public opinion which influences that class, and makes those who feel themselves conscious of their ignorance ashamed of their position?—Very much so.

1105. (*Sir J. Coleridge.*) You have seen probably more schools than most of the inspectors have?—Yes, I am one of the oldest inspectors.

1106. And your area has been very large?—Yes.

1107. Can you give us any information as to the social status of the schoolmaster and schoolmistress, and their content or discontent with it?—I certainly think that the schoolmasters, more than the schoolmistresses, are not content with their social position.

1108. Will you describe the ground of that discontent?—It is a sort of morbid feeling that they are not quite in the position where they should be, that they are educated men, and that they are not received by the world at large as gentlemen. It is rather a morbid desire to be a gentleman too soon, I think.

1109. In point of fact with whom do they live?—They live very much in many places by themselves, because there is nobody for them to associate with; but in places where there are large noblemen's houses, for instance, and where there are schools supported by the noblemen, I have often found that they live with the noblemen's upper servants, and in some cases they live with the farmers. They are very popular amongst the farmers sometimes, because they can give them a little help in land surveying and measuring, casting up accounts, and keeping their books for them.

1110. In towns how is it?—In towns where there are several schools they live a good deal together, I think; they form their own society.

1111. Take the case, which is very common, of there being but one school?—I do not know any particular case of that sort.

1112. (*Chairman.*) In towns I fancy there is a class with which they would naturally be brought into contact, namely, clerks, and such persons?—Yes.

1113. (*Rev. W. C. Lake.*) There are several causes for their discontent; but may not this be an important one, namely, that they gain very early a considerable position, and what is to them a considerable income, which is not susceptible of proportionate increase afterwards?—Yes, they complain frequently that they have no means of laying up a sufficient store for old age or sickness.

1114. (*Mr. Senior.*) But they would have those means, if they lived as their parents lived?—Yes; but then they are put in a position above the working class; it would not be fair, I think, to expect them to live in that way.

1115. (*Mr. Miall.*) They originally come from the working class?—Yes, a great many of them.

1116. And although they have been technically educated for the work which they have to do, possibly their intelligence or their manners have not been so far cultivated as to fit them for general society?—I think that a great many of the schoolmasters have good manners, and a considerable amount of information. I think that many of them are quite fitted to take their place a little higher than they are in the social scale.

1117. (*Rev. W. C. Lake.*) Have you any remark to make on the position of schoolmistresses?—The schoolmistresses with us marry too soon a great deal; this very last week I had three applications for schoolmistresses, and I have been unable to furnish them. Supposing that they marry schoolmasters, yet if they have a family, they are

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virtually unfitted for going on teaching in a school; they may be nominally schoolmistresses, but they cannot be practically so.

1118. (*Mr. Senior.*) We have been told that the average expense of educating a child is about 30*s.*, taking the whole of England?—I do not understand that. The return made in the statement of the Committee of Council last year is not anything like that, I think.

1119. That is taking in the whole, what is contributed by the public, and by the parent, and by the managers?—It must be, taking in all the expenses of inspection, and so on. I have no means of saying anything about it. The expense of a child in my district is about 17*s.*; last year it was 17*s.* 8¼*d.*

1120. Is that the expense falling upon the Government?—No; it is the local expense; the income of the school is so much, the number of children taught is so many, this makes so much a head; the Government allowance is not included.

1121. (*Mr. Miall.*) Do you there take in the building grant or the expense of inspection, or of the central office?—No; merely the local expenditure.

1122. (*Mr. Senior.*) How much of that sum do you think that you could throw upon the parents in Yorkshire, yours being, perhaps, the richest district which there is?—I should rather refer you to my report, because I may make a mistake; but my impression is that (See Report, 1857-58, pp. 55, 56) in Yorkshire the year before last the parents contributed 49 per cent., 1856-57; 52 per cent., 1857-58; *i.e.*, in one year nearly half, in another above half of the expenses of the school.

1123. That is 49 per cent. of the 17*s.*?—Yes.

1124. So that they contribute about 8*s.* 6*d.* a year?—Yes, something of that kind.

1125. To what extent do you think that we could raise that; how much more could we obtain?—I do not know how I can answer that question.

1126. Eight shillings and sixpence is about 2½*d.* a week?—2½*d.* nearly for 46 weeks, 2⅓*d.* for 48 weeks.

1127. Could you raise the school fees, on the average, to 4*d.*?—I think not, but I really do not know how I can give you an opinion.

1128. (*Mr. Miall.*) Has any experiment ever been made of raising the school fees in your district?—Yes.

1129. From what to what?—From 2*d.* to 3*d.* and 4*d.* In certain localities it answers, but then you must know your locality.

1130. (*Sir J. Coleridge.*) How has it answered by increasing the number of children?—By getting a larger sum on the whole, but rather decreasing the number of children; therefore it has acted mischievously in that respect in shutting out some children from the school, but it has brought a larger income to it.

1131. (*Mr. Senior.*) We have been told that, upon an average, perhaps 14*s.* a year might be obtained from the parents throughout England. You think that 8*s.* 6*d.* is as much as can be obtained from the parents even in Yorkshire, the richest district?—I do not see how you could expect to raise nearly double what you obtain at present; but I know, as a matter of fact, that the parents in Yorkshire and Lancashire contribute far more than in any other districts of England to their children's schooling, I think it was in 1857, 48 per cent. in one case and 49 in the other; and nearly 52 per cent. both in Yorkshire and Lancashire in 1858.

1132. (*Mr. Miall.*) Do you know whether there is any difference in Yorkshire between the fees paid at public schools and the weekly money

given to dame schools?—I am inclined to think that upon the whole the dame schools are higher; by dame schools I mean private adventure schools of different kinds.

1133. You do not, perhaps, know how much higher?—No, I cannot say.

1134. (*Rev. W. C. Lake.*) In villages do you think that they are higher?—Yes, I think that in villages also they are higher.

1135. To what do you attribute the fact that in dame schools and private schools more is frequently paid than the parents are willing to pay in the *public* schools?—First of all, I believe that parents in that class, like people in every other class, believe that the more they pay for an article the better the article must be. If you go into a shop and see two hats, the one at 10*s.* and the other at 14*s.*, you conclude that the hat at 14*s.* is the better of the two, and I think that the parents are ignorant, and unable to judge of the actual worth of that for which they pay.

1136. Would not that imply that it would be proper and desirable to raise the amount paid in public schools?—It has been done to some extent, and has shut out some of the children.

1137. Do you know any cases where it has been done under fair circumstances and has failed?—I do not know many cases where it has been done at all. I know comparatively few cases, and in some of those it has increased the school income; and has diminished the number of children attending the school.

1138. And yet though you know very few cases where it has been tried, you are inclined to think that it would be popular from the example of the dame schools?—I do not know that it would be popular. There is another thing which you must consider, namely, that at a dame school there is no discipline, and no regularity of attendance is required. At a National school or a public school there is discipline, and regularity of attendance is required. In the one case the parents of the children are free, and in the other case they are under authority, and I am not sure that that would not be quite enough to counterbalance the feeling in their minds connected with paying more.

1139. (*Mr. Miall.*) The present question is with regard to the power of the parents to pay a higher fee, and their willingness to pay a higher fee, supposing that it is charged?—I have no doubt that they would have power if they did not spend their money in other ways; the income of the working classes, I have no doubt, is quite sufficient to pay a higher school fee. It was stated the other day at the Bradford social science meeting that the wages of the workers in cotton factories are now very nearly 20,000,000*l.* a year.

1140. (*Sir J. Coleridge.*) Is there any distinction as to class between the parents who send their children to the private adventure schools and those who send them to the public schools?—Yes, there is in some cases.

1141. In what way?—The private school is the more aristocratic; there is that feeling very strong; a great many parents will not send their children to the National school or public school because they think that their children will come in contact with what they call rough children.

1142. (*Rev. W. Rogers.*) Do not they think that they get more individual attention in the private schools than in the public schools; does not that feeling operate very much?—I do not think that I can answer that question.

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1143. (*Mr. Senior.*) Is the parent's feeling of self-respect at all affected by the fact that when he sends his child to a public school, half the expense or more is paid by other people?—No, I think not.

1144. (*Chairman.*) Do you know any instance in which at a school which has been ill conducted, having a bad master, the parents have been unwilling to pay a low fee, say 2*d.*, and where, upon the improvement of the school, a good master having succeeded the bad one, the parents have been willing to pay a higher rate of fee, say 3*d.* or 4*d.*?—No; I do not know any such case.

1145. (*Rev. W. C. Lake.*) In fact the plan of raising the fees has been very slightly tried within your district?—Very slightly indeed.

1146. Can you give any reason for so few experiments having been made in that direction?—No, I cannot give any reason for it. I do not see why the Managers should wish to raise the fee. As regards the schools receiving the annual grants, you are aware that the Government do not make those grants if the fee is above a certain height; they do not make capitation grants where the children pay more than 4*d.*

1147. Do you mean that the Government grant disinclines the parents to pay for themselves, or the managers to charge higher fees?—It disinclines the managers to charge higher fees, certainly.

1148. (*Mr. Senior.*) Is the number of schools public or private for the working classes in which 4*d.* is paid large?—The fee in the whole of the school is not very often one uniform fee, of 4*d.* for instance, but the fees vary, sometimes according to the class in which the child stands; sometimes according to the class of the parent, sometimes according to the age, and sometimes according to the subjects taught; there is a great variety of fees.

1149. (*Sir J. Coleridge.*) In the same school?—Yes.

1150. (*Chairman.*) Do the classes in society above the class whose children go to these schools in your district contribute largely to the annual expenses of the schools?—That would be shown by the voluntary contributions, and by the money collected after sermons and so on. I cannot remember the exact proportion, it is considerable in my district, but I cannot give the exact per-centage; my impression is, that it is about 33 per cent. (See Report 1858–9, pp. 55, 56.)

1151. Has that per-centage increased or diminished of late years?—It has increased in Yorkshire.

1152. Has it increased, do you think, since the capitation grant was given, or had that increase taken place before?—I have only for a few years entered into these statistics, and I do not think I can answer that question; I do not know what proportion it bore to the general expenditure, or what part of the whole school income in the district was made up of voluntary contributions a few years ago.

1153. You are probably not able then from any data which you have to state whether that increased per-centage has arisen from an increased number of subscribers, or from the increased subscriptions of the individuals?—No; the school income is returned under certain heads, school pence so much, and voluntary contributions so much, it only comes to me in that shape; I cannot answer that question at all, I have no means of ascertaining the fact.

1154. You are not then able from those data, but are you from any other data enabled to express an opinion as to whether the value put upon education for the poorer classes has increased among the wealthier classes of late?—Taking the voluntary contributions as representing the interest which the richer class take in the education of the poor, there can be no doubt about it, because those voluntary contributions have increased.

1155. (*Mr. Senior.*) Are they increasing?—They are increasing in my district, and as the greater part of those voluntary contributions, no doubt, comes from the richer class, it shows as far as anything can do the interest which they take.

1156. (*Chairman.*) But you stated that you were not able to say whether there was an increased number of subscribers, although there was an increased amount of subscription, and my question went to this, that as you are unable to answer that question from those data you cannot draw any deduction; but are you, either from information obtained on the spot or from any other source, enabled to state whether the number of individuals in any given locality, who take an interest in the education of their poorer neighbours is increased and increasing?—I do not think that I can give an answer worth anything upon that point, but I am inclined to think that it is, from little indications which one sees in different parishes.

1157. (*Sir J. Coleridge.*) When you say that the voluntary contributions have been increasing, do you mean increasing for each school or increasing by the formation of new schools?—Increasing relatively. I take them all in a mass. I am speaking of my own district, Yorkshire.

1158. You find in the returns of a school that the voluntary contributions to that school bear a larger proportion than they did before?—Yes, taking the whole school income as so much, they form a larger part of it.

1159. What makes it necessary that there should be that increase; if the income of the school was sufficient before, what is the necessity for increased contributions?—I am not taking a school separately, I am taking the whole mass together as they are returned to me in the summaries.

1160. (*Rev. W. C. Lake.*) Then you do not think that the Government grant has had the effect of checking or diminishing voluntary subscriptions, but rather the opposite?—I have not the least reason to believe that it has checked any voluntary contributions; certainly, as far as it goes, the evidence would be the other way.

1161. (*Mr. Senior.*) It has been supposed that the earnestness and liberality of those who supply voluntary contributions has been almost exhausted, that is to say, has come to the furthest point which it is likely to reach. Do you believe that?—No, not at all. I have no reason to suppose it.

1162. You do not think that we have come to the end of voluntary exertions?—Certainly not; I have no reason for supposing it.

1163. (*Rev. W. C. Lake.*) Did not the capitation grant rather imply that there was a slackness in benevolent contribution in those schools for which it was considered essential?—No doubt it was intended to increase the income of schools to a certain extent.

1164. It was the introduction of quite a new principle into the operation of the Privy Council, and a principle which would scarcely have been had recourse to unless subscriptions were somewhat failing?—I think that the subscriptions had never existed; I do not think that they had failed, it was rather the means of calling forth subscriptions; by giving a certain sum you encouraged others to give also.

1165. (*Chairman.*) You, no doubt, have had a large opportunity of watching the system of half-time since it has been introduced?—Yes.

1166. What would be your general remarks as to the success of that measure?—On the whole it has been very successful.

1167. To what extent is it in operation in Yorkshire?—I do not think that I could answer that question without reference to papers.

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1168. Is it in general operation in the manufacturing towns?—Yes, wherever the work admits of it; it only applies to cotton and woollen mills.

1169. (*Mr. Senior.*) And print works?—In print works it is in a different form.

1170. There it has failed, has it not?—No, I do not think that it has failed; it has not succeeded so well; but there it is not a system of half days or alternate days, but so many hours in a half year; it goes upon a different principle.

1171. (*Sir J. Coleridge.*) Of what classes of people are you speaking, when you say that half-time has answered well?—I am speaking of the manufacturing work-people.

1172. Have you known any instances of the half-time system being applied in agricultural districts?—No.

1173. (*Chairman.*) Have you in mining districts?—Not being tried, but talked of; it has not been tried, that I am aware of, in any mining district yet.

1174. (*Sir J. Coleridge.*) Have you seen a statement by Mr. Paget upon the subject?—Yes.

1175. That, I think, was agricultural?—Agricultural entirely; it was in Nottinghamshire.

1176. (*Rev. W. C. Lake.*) Does it equally succeed in large manufacturing villages?—Yes.

1177. (*Mr. Senior.*) Are the children often kept uneducated, before they go to the factory, from the conviction of the parents that as soon as they go to the factory, they must be taught?—I do not think that they are to any extent.

1178. Have you considered whether it would be practicable to require a certificate of a child's having passed a certain period at school, or having acquired a certain amount of knowledge, before he was admitted to half-time; to say to the manufacturer, "You shall not "receive for work a child until he is ten years old, and can read and "write," or has attended for a certain period of time at school?—I think that it is certainly practicable.

1179. Do you think that it would be desirable?—I think that it would be very desirable. I think that some of the manufacturers wish to adopt something of the kind.

1180. (*Chairman.*) If you made such a provision as that by law for the children employed in factories, would you not be called upon to extend that principle to the agricultural districts?—It would be very desirable if you could extend something of the half-time system to all sorts of work.

1181. I am talking of a provision by law that a child shall not be employed unless he brings a certificate of a certain amount of education?—It would be very desirable to have it, but I think that it would be very difficult to apply it in sparse agricultural districts.

1182. Will you state your views of the difficulty?—The machinery, I think, would be difficult. You would not allow any farmer, for instance, to take a child unless he had a certificate from a schoolmaster, countersigned by the school manager (or without that) that he could do so and so. I think that with the small farmers you would find very great difficulty; they are very often hard put to it to get hands, and anything which created an additional hindrance to them would be very unpopular with them—they are prejudiced and ignorant men, who have not considered the question at all, and I think that there would be very great difficulty with them.

1183. (*Mr. Senior.*) You might apply it to mines?—Wherever you have large masses of individuals to deal with, I do not think that you would find much difficulty.

1184. (*Mr. Miall.*) Do you think that the application of it would increase the popularity of education in schools?—I think not at first, but I think that people would look back upon it as they do now upon the Factory Act, with a great deal of thankfulness.

1185. (*Rev. W. C. Lake.*) Was the Factory Act, compelling parents to send their children to school, very unpopular with the parents at first?—I believe it was. I cannot speak of my own knowledge, but I have heard those who were great movers in the matter state that it was.

1186. And with the manufacturers?—And with the manufacturers, certainly?

1187. Have they changed their opinions now?—Yes, quite strikingly. The other day at the Bradford social science meeting, there were several papers read upon the subject.

1188. (*Chairman.*) The system of the Factory Act is that every employer of labour must allow the children in his employment a certain proportion of time for school, is it not?—Yes, either half days or alternate days, or, in the case of print works, 150 hours, I think, in every half year.

1189. The principle which I understood you to advocate just now goes considerably beyond that, and amounts to this, that no employer of labour should be allowed to take a child into his factory unless he had previously obtained a certain amount of education, that amount of education to be tested by a certificate which he should produce?—Yes, and the standard must be low. It would not be at all fair to make it what might be called a high standard of attainment; it would be perhaps only reading or something low.

1190. (*Mr. Miall.*) Do you propose a certificate from a public school only, or from any private school?—It is rather difficult to say; you must have also a certain test of the person's fitness to give it. I think that it should be a certificate from a public school-master.

1191. (*Chairman.*) Would not such a measure as that, if brought into immediate operation, be prejudicial in the first place to the interests of the manufacturers, as depriving them of a large amount of labour which they at present possess, and in the second place to the cause of education itself, as it would deprive the parents of the means which they now enjoy of sending their children to school?—I think that it would be prejudicial upon both points.

1192. What steps would you then take to obviate that inconvenience?—I would make it prospective, giving a certain interval before it should come into operation.

1193. What interval do you think would be sufficient?—Five years.

1194. Looking to the probability of the parents neglecting a provision which is only to come into operation five years hence, you would think that you might fairly throw upon the parents the responsibility of future results?—I think so; I do not see any hardship in that.

1195. Still the results to the manufacturers would of course remain the same?—Yes, but I doubt whether the parents would neglect it to any great extent. I think that the experience of the Factory Act would show that they would not; some of them no doubt would.

1196. (*Mr. Miall.*) You said, I think, that you would require in that case a certificate that the child had attended so long at a public school?—I do not know that it would be necessary to have it "so

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long," but rather that the child had acquired so much; I think that the latter would be better.

1197. And you say that the certificate should be the certificate of a master over a public school?—Yes; or some qualified person.

1198. Would that be at all fair towards those who keep dame schools or private adventure schools if by law you required that before a child could enter into a certain employment it should have been at a public school in preference to a dame school or a private adventure school?—It would not, and therefore it might be necessary to have some public examiner or registrar, some person empowered to give a certificate.

1199. (*Mr. Senior.*) Would it not do to have it in the alternative either a certificate of attendance or a test of proficiency?—I do not think that a certificate of attendance would do, because you do not want to ascertain whether a child has been so many years at school, but whether he has such and such intellectual attainments.

1200. You would prefer therefore the test of proficiency?—Yes.

1201. Have you visited many schools which give certificates for the purpose of the Factory Act?—I have.

1202. Are they in general good?—Some of them are very good.

1203. Are many very bad?—Not of those under inspection. You are aware that the millowners have power to send the children to any school they like, and some of those schools are not under our inspection.

1204. What do you believe to be the general state of those schools which are not under inspection?—I have heard that some of them are very bad; that is mere hearsay.

1205. Do you think that it would be advisable that every school giving such a certificate should be under inspection?—I think that it would be a great improvement.

1206. And that a certificate from an inspector should be required to authorize a school to give such certificates?—I do not know that I should put it in that way; the inspectors' reports would be taken into consideration at the office, which might interfere. I think that it is not well to give too much authority to the inspector upon a point of that kind.

1207. But the office could not interfere?—The office could interfere to a certain extent; the greater part of our interference is moral and not legal. I should not like to have anything more than that.

1208. You would not like an inspector to be able to say, "This "school is so bad that it shall not give certificates which shall be accepted in the country?"—I think that we have nothing to do with that. I think that the factory inspectors ought to do it.

1209. But the factory inspectors would not be such good judges of the schools as your inspectors?—Perhaps not; but the school which I there contemplate would be very bad, and the factory inspector could say, "I do not consider this as a fit place for such certificates to be "granted from." I think that that would come better from the factory inspector.

1210. At present I apprehend that a factory inspector has no right to refuse his certificate to a school unless the master be absolutely drunken or something of that sort; and that the fact of there being a very bad master, or a very bad school, does not authorize him to withhold the certificate?—I think not.

1211. Would you increase the power of the factory inspectors instead of giving the power to the school inspectors?—Yes, I think I would.

1212. (*Mr. Miall.*) Would the matter be at all in the power of the school inspector unless the school received something in the shape of

an annual grant, or a building grant ?—There would be nothing but the moral effect of his report being made public.

1213. But have the inspectors power to enter these factory schools ? —No.

1214. (*Chairman.*) Supposing that these schools were placed compulsorily under inspectors, would it not be necessary if the present system of the Privy Council Committee is adhered to, to appoint a totally different class of inspectors ?—No, I do not see that.

1215. My meaning is this, at present the inspectors are what has been called denominational ; these schools which are receiving no Government grants may or may not be of that character ; would it not therefore be impossible for the Committee of Privy Council to decide, under their present system, whether to place such schools under the inspection of an inspector of the Church of England or of some other denomination ?—No ; I conceive that the manufacturer would decide whether he wished the school to be inspected by a Church of England inspector, or an inspector of one of the other bodies.

1216. You mean that the law might insist upon an inspection, but that the managers of the school might decide which class of inspector they would prefer ?—Yes ; just as it is now in several cases where they choose.

1217. But then there is no compulsion ?—If there be a Government grant there is compulsion.

1218. But then the Government grant is given to a denomination ? —Yes, but the denomination decide what they are to be called, and how they are to be dealt with.

1219. That is decided *ab initio ?*—Yes.

1220. (*Mr. Senior.*) What is the relative proficiency of the half-timers and the whole-timers?—I am inclined to think that in some of the best half-time schools there is very little difference indeed ; and I account for it partly in this way : that the regularity of attendance of the half-timers enables them to attend as many hours at school in the course of the year as the irregularity of the whole-timers.

1221. Do you think that the half-timers give a more concentrated attention than the full-timers ?—No, I think not.

1222. How many hours are the whole-timers in school?—Generally six.

1223. And how many are the half-timers ?—Sometimes three and sometimes four ; it depends upon a morning and afternoon turn.

1224. You do not think that the half-timer is as likely to acquire as much knowledge in four hours as the whole timer is in six hours ?—No, I do not think that there is any reason to suppose that. I think that the real point is, that the half-timers actually attend as many hours, or nearly as many hours, in the course of the year as the full-timers. I do not see that there is any reason for saying that one boy could do in four hours that which requires of another boy six hours.

1225. It has been supposed that in the six hours the attention flags, and that, in fact, a really profitable attention for not much more than four hours is given by a child ?—I do not think that, because there are breaks in the school, the children never work for three hours together ; they go out to the playground, and there is a constant change of lessons. No lesson lasts beyond 40 minutes or three-quarters of an hour, in any well-managed school. The change of lessons, I think, is quite sufficient to prevent the attention flagging ; they change four or five times in the three hours.

1226. (*Chairman.*) Are night schools becoming prevalent in your district ?—Not very prevalent yet ; they are increasing, but there are not very many yet ; that is to say, regular night schools.

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1227. Among which class of the population do you find them at present most popular?—The manufacturing.

1228. What should you say was the average age of those who attend those schools?—They vary very much indeed; they generally do not admit them into a night school under 14 years of age; but I think that they are going to admit them earlier in many of the schools, from 12 years of age; and I have seen men upwards of 40, and of every age between 40 and 14.

1229. Would you say from 18 to 25?—Yes, or rather from 14 to 25. I think there are a great many young lads of from 14 to 18.

1230. Are there any female night schools in your district?—There are a few.

1231. Do you think that they are likely to extend?—I think they will.

1232. Have you heard objections raised to them?—On the score of opportunities for immorality I have heard objections, but I have never been able to trace anything of that kind myself in the few which I have seen. I have only seen very few myself.

1233. So far as you know, they have not been attended with those results?—I can speak of one establishment in Leeds, a sewing school, and the effect there, from what I hear from the managers, and what I have seen myself, is decidedly moral; there is a higher tone, and I think that those girls have a higher sense of self-respect than when they began to attend two or three years ago.

1234. Of what age are the girls in the school to which you are referring?—They are from 14, and some of them above 20.

1235. Have the greater proportion of those been educated at good schools previously?—They have been chiefly in factory schools; they are all factory girls working in the mills in Leeds.

1236. Is that a school promoted by benevolent individuals, or is it a school instituted by the people themselves?—It is promoted by private individuals.

1237. And it is pecuniarily supported by them?—Yes, and by the payments; the girls pay.

1238. (*Rev. W. C. Lake.*) Are the young persons willing to make larger payments for night schools than are made for other schools, so that they are more likely to be self-supporting?—I do not think that the fees are high in night schools. The fees appear to be cheerfully paid, and one never hears any complaint of non-payment.

1239. (*Chairman.*) Speaking both of male and female night schools, do you think that there is any valid objection to the teachers of the day schools being allowed to devote their evenings to these night schools?—None, except that they have already done their day's work. I think it is very undesirable for a teacher who has been six hours in a day school, and has also an hour and a half to give to his private pupils, to be employed for another two hours in a night school. I think that he cannot come fresh to his work.

1240. That was the drift of my question, whether you considered that there was a valid objection on the score of over work, and therefore of incapacity for the work for which he has been specially retained, to allowing a day-school teacher to take a night school also?—I should think so, decidedly.

1241. (*Mr. Senior.*) Do you think that the hours in the day school could be diminished?—No, I think not.

1242. (*Rev. W. C. Lake.*) Have you any suggestion to make on that point, as to the way in which Government might assist to any extent the night school?—No.

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1243. (*Sir J. Coleridge.*) What class of persons usually teach in the male night schools, and what in the female?—The male night school teachers in the schools which I have been concerned with are generally assistant masters, and assistant teachers in the day schools under the Government minute, who are paid partly by the Government.

1244. Paid for their work in the day schools?—Yes, and for their work in the night schools also. They relieve the master of one of his turns, either the morning turn or the afternoon turn in the day school, and then he comes into the night school, and they assist him there also. It is very important to have an experienced teacher in a night school far more than in a day school. In the girls' night schools the teachers are much of the same description as in the male night schools; they are persons connected with day schools in those female night schools which I have inspected.

1245. Are they generally males or females who teach in the girls' night schools?—Entirely females, except in the of case the sewing school at Leeds, which is entirely supported by people of independent means.

1246. Then it is not the fact that the majority of the teachers in the female night schools are volunteer young ladies, and persons of that sort?—Not in those that I have had to do with.

1247. (*Rev. W. C. Lake.*) The Government by its arrangement has made a good many masters and mistresses available in night schools, has it not?—Yes.

1248. Will you mention how?—An assistant teacher receives from 20*l.* to 25*l.* from the Government, on condition of his assisting the master, and taking one of the turns in the day school. The Government also pays from 5*l.* to 10*l.* to some respectable fairly qualified person who teaches in the night school, that is a different kind of night school, a smaller kind of night school for rural parishes.

1249. (*Rev. W. Rogers.*) Have those offers of the Government been much embraced?—Not much in my district.

1250. (*Rev. W. C. Lake.*) Do you think that this amount of assistance does all that is required at present?—No; I think a great deal more is required. The question is how can it be best done. It is very important that night schools should take a much more prominent place than they do, but how it may be best done I am not prepared to say.

1251. (*Chairman.*) Do you not think that the extension of night schools would be one of the best modes, if not the best mode, of extending education in the agricultural districts?—I am almost inclined to think that it is the only way. I do not see what other way there is left; but there are very great difficulties about night schools in agricultural districts; the distance that young people have to come and the darkness of the roads are objectionable; it is not like a town where the streets are lighted with gas, and kept clean. Those are very great objections in the dark winter nights.

1252. You cannot of course make night schools universally applicable, because some of the people reside at a distance from any room which can be used as a school, but still generally speaking the labouring classes in agricultural districts live in villages?—Yes.

1253. Many of them from the extreme pressure for labour are precluded from attending day schools even at an early age?—Yes.

1254. But during a considerable number of months in the year the hours of labour are necessarily short; would not, therefore, these night schools be peculiarly applicable in rural districts, so far as villages are concerned, though not as regards single residences at a distance from villages?—Yes, very much so.

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1255. (*Rev. W. C. Lake.*) The difficulty which you have suggested, of dark nights and long distances, seems almost exclusively to apply to night schools for women? — But I think it is also practically an objection as regards young men; they will not turn out on a very dark night and over very muddy lanes to go a couple of miles or something of that kind from detached farmhouses. Take the East Riding of Yorkshire; in many of those houses they have five or six young lads, and in some of them eight or nine; they are perhaps a couple of miles from a village, and a couple of miles from any building where a school could be held. I think it is a great objection; it would take them half an hour to get there, and more.

1256. That objection implies a deficiency of zeal, but generally speaking is there not a great deal of zeal among the manufacturing and the agricultural population for a good night school when once established?—Yes, I think there is in general.

1257. (*Mr. Senior.*) Might you not expect from the attendants on night schools a much larger payment than from the attendants on children's schools?—I do not think that the payments are at present larger.

1258. But you might make them larger, I suppose? — Yes, they could afford it; it is only for a part of the year.

1259. A night school is more likely to be self-supporting than a day school? — I think you would find a difficulty in a small agricultural parish to get a sufficient number to attend.

1260. But it would be otherwise in a town? — Yes.

1261. (*Sir J. Coleridge.*) Generally speaking, is the night school kept in the day school-room? — Yes, very commonly; almost always. There is one thing without which you cannot have any success in a night school, and that is the separation of the younger and elder pupils. Mr. Akroyd, the manufacturer at Halifax, a most liberal man, established a night school of young people and old together, and at first it did not succeed. It was suggested to him that some separation of that sort should be made, and it has been carried out with great success. The younger boys are pert, being more advanced generally than the older ones, who feel their ignorance.

1262. (*Rev. W. C. Lake.*) With reference to obtaining masters for night schools, would you prefer that one master should teach several night schools, or would you think it desirable that each village night school should have its own master? — Lord Wenlock has been trying that in Yorkshire; he has an itinerant schoolmaster, and pays him. There are four villages round the place where he lives, and the master takes it in turn to go to these villages; he goes to each village about three times in a fortnight. I do not know how it has answered yet; it is only an experiment this year, but something of that kind must be done; either you must bring the pupils to one common point, which is difficult, or you must have the master itinerant; that is to say, in small agricultural villages. In the case where a master has no pupil-teachers to teach as private pupils, he would be more able to give instruction in a night school.

1263. (*Chairman.*) Do you find at all among the population with which you are conversant that there is a class of individuals among the mechanics who are perfectly competent to teach in night schools if they were so inclined?—There are two things with regard to competence for teaching; there is first of all the knowledge of the subject, and then there is the power of imparting it. I think there are many

men who have a sufficient knowledge of the subject. I think there are very few who have the power of imparting it, they have no knowledge of method; that would be the point where they would be deficient; it is not everybody who has knowledge who can impart it. I think that that would be a great difficulty, and would disqualify them for it.

1264. (*Rev. W. C. Lake.*) So that, with reference to night schools, would not that answer point to this, that it is almost hopeless to get the attendants upon those schools well taught except by trained masters?—I think that it is really hopeless.

1265. (*Chairman.*) You think that it would be impossible to adopt any test for such a class as I have been suggesting, and that they should go through some ordeal before they were allowed to undertake a night school?—It would be a test of the same kind as that of other teachers; they must be examined and show what they know, and then they must show how they teach.

1266. (*Mr. Senior.*) The same test which you apply to the registered and the certificated masters?—Yes; I think that without that you would not be justified in putting them into the schools.

1267. (*Rev. W. C. Lake.*) You could never depend for teachers of night schools, or of any schools, on persons who had not made teaching their avocation?—No.

1268. (*Rev. W. Rogers.*) You might take such persons as the second teachers, not as the first teachers. Have you ever seen an attempt to combine professional and unprofessional teachers?—Yes, there are cases of that.

1269. Do you think that it answers?—I think that it would be better otherwise.

1270. (*Rev. W. C. Lake.*) Do you think that the interest in education has very largely increased since the introduction of the present system?—I think it has.

1271. Do you attribute that in any measure to the system itself?—Yes, the system itself has excited inquiry, and I think that that has led to increased knowledge, and where there is an increase of knowledge you always find an increase of interest.

The witness withdrew.

Adjourned to Friday next, at 12 o'clock.

Friday, 9th December 1859.

PRESENT:

His Grace the DUKE OF NEWCASTLE.
The Right Hon. SIR JOHN COLERIDGE.
The Rev. WILLIAM CHARLES LAKE, M.A.
The Rev. WILLIAM ROGERS, M.A.
GOLDWIN SMITH, Esq., M.A.
NASSAU WILLIAM SENIOR, Esq., M.A.
EDWARD MIALL, Esq.

HIS GRACE THE DUKE OF NEWCASTLE IN THE CHAIR.

T. W. Marshall, Esq.
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THOMAS WILLIAM MARSHALL, Esq., examined.

1272. (*Chairman.*) You are an inspector of Roman Catholic schools under the Committee of Privy Council?—I am.

1273. Perhaps the most convenient course would be if, before we put any questions to you, you would make any statement which you may desire to make on behalf of the Roman Catholic body with reference to the system of inspection as conducted by the Privy Council with regard to Roman Catholic schools?—I think that the general fact which has been successfully proved already is, that the system is very cordially accepted by the Roman Catholic body; that is proved by the very large proportion of their schools which have already been placed in connexion with the Privy Council, and which is still an increasing number; so that with regard to the general fact of their acceptance of the system and of their approval of it, it is no longer a question of doubt. The circumstance of their having to so large an extent availed themselves of its assistance is sufficient evidence that they heartily approve it. I do not know what other general facts with regard to the Roman Catholic body the Commissioners would desire to possess, but I shall be very happy to furnish any information in my power.

1274. (*Sir J. Coleridge.*) Of what extent is your district?—My district has been limited by the appointment of two additional Roman Catholic inspectors. At present I have London, which occupies about two-thirds of the whole of my time, and in addition to that I have all the country which lies south of it. Drawing a line from here to Bristol, for example, I have every thing south of that; but, owing to the large amount of work which I have in London, I have found it impossible for some years past to take any new schools in that district, so that what I do does not represent at all what would be done if there were an additional inspector.

1275. You have had a larger district, have you not?—Originally for a few years I was the only inspector, and then I had the whole country, including Scotland.

1276. (*Chairman.*) There are now three inspectors?—Yes.

1277. What number of schools do you personally inspect?—The number of perfectly separate institutions is about 120; the number of

departments must amount to about 300. There has always been recognized by the Privy Council a distinction between schools and departments; for instance, one body of managers have four or five perfectly distinct schools under separate teachers, but under a common management; that would be called one school having so many distinct departments. If there were a school where there were boys, girls, infants, and night schools, and perhaps industrial schools also, it would be called one school and by the name of such a school; but it is in fact four or five perfectly distinct departments under separate teachers and having no connexion whatever excepting a common management.

1278. (*Mr. Senior.*) The wish of the Privy Council, I believe, is that the inspector should, if possible, visit five schools in a week?—Hardly now; I think that they are satisfied with four, because almost every week one day is given to the examination of pupil-teachers.

1279. Does that mean four schools, or four departments?—It depends upon the size of the departments and the character of the schools. Sometimes we have one school in which there are not more than fifty or sixty children; and sometimes we have a school where there are 500 children. It is quite clear that the two schools cannot be visited within the same time.

1280. Then when the Committee of Council say that they wish four schools to be inspected in a week, what is their general rule—do they mean four schools or four departments?—They have modified the rule by introducing the regulation that the inspector is to examine 150 children in a day; therefore, if there is a school attended by 300 children, he has a right to take two days for the examination of that school.

1281. (*Chairman.*) By whom is that regulation laid down?—By the Committee of Council on Education. It has been laid down for some years, at least with their sanction; it goes immediately from the secretary; probably it is a mere office arrangement between the officers of the Committee of Council and the body of inspectors; but it must be with the sanction of the Committee of Council. It would be utterly impossible to examine a school of 300 children in the course of one day.

1282. (*Sir J. Coleridge.*) Your examination is entirely secular, is it not?—It is.

1283. Do you know whether that which is the distinction between your examination and the examination in the Established Church has excited any feeling?—No; it was a point which was settled originally. When the application was first made to the Government from the Catholic body, that principle was always insisted upon, that they could not consent to any examination in religious subjects; there has never been any question about that.

1284. Do you find that your secular examination is influenced by the fact that you abstain from all religious examination?—As a matter of fact, a certain amount of religious knowledge will be incidentally elicited, *e.g.*, in an examination on history; but then it is always with the consent of the managers.

1285. (*Rev. W. Rogers.*) You stand in the same position as the British and Foreign School Society?—Precisely.

1286. But there are privileges afforded to the Roman Catholics which no other body have; persons whom you call "religious," are allowed to have the charge of schools?—Yes; but they are regarded merely as an educational and not as a religious community. That is a feature in their character of which the Privy Council takes no notice whatever.

1287. Are the "religious" in holy orders?—No.

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1288. There is no master in holy orders?—No, it would never have been sanctioned by the Government, nor had we an idea of it; they are all persons exclusively devoted to education, and whose very profession in life commonly debars them from approaching holy orders.

1289. (*Mr. Senior.*) What peculiar privilege have the Roman Catholic schools?—I am not aware of any.

1290. (*Sir J. Coleridge.*) On your inspections, do you examine each child, or only take an average?—It depends upon the size of the school. I should say that now I very rarely examine each child; there is not time for it; it is impossible to do it; but I generally endeavour to see what is the state of each class, and of course you can judge what is the limit of instruction by examining the most advanced children.

1291. (*Chairman.*) Have you been an examiner of schools ever since the Roman Catholics were admitted to a participation in the grant?—Yes, I was the first inspector. It is just 11 years since I first held that office.

1292. It was in 1848?—Yes.

1293. Do you consider that the character of the schools which you inspect has improved in that time?—Greatly; most conspicuously.

1294. In numbers and in attendance, or in the character of instruction, or in all?—In every respect.

1295. Do you attribute that to the assistance which has been afforded, or to the general stimulus which has been given to education by the attention which has been drawn to the subject?—More to the latter than to the former cause; but I attach the highest possible importance to the benefits which we have derived from our connexion with the Committee of Council, from the practical suggestions which we have borrowed from them, and from the general working of their system. At the same time, I would not exaggerate the value of the help which we have received from them, great as it is. I think the striking progress which I have seen in these 11 years is due mainly to the increased interest among Catholics themselves upon the subject of education, and specially to the increased efforts which they have made to supply the deficiency which certainly existed at the date of my appointment.

1296. Is the rule that subscriptions to the school must be made by owners or occupiers of property within four miles of its site enforced by the Committee of Privy Council in respect of Roman Catholic schools?—No, that is an exception admitted in our case for this reason, that we have particular districts where the whole of the Catholic body consists of persons utterly incapable of affording any pecuniary assistance to the work of public education. A school, for example, has been built recently in the neighbourhood of Newcastle, where the whole of the Catholic body is composed of the poorest class of Irish labourers. There the Committee of Council felt that to require a certain rate of contribution from residents was to put a veto upon the construction of the new school, and they have therefore consented, I think as a general rule, that they will require the same amount of contribution towards the school premises, but that it may be spread over a larger district. For instance, if a gentleman in London chooses to subscribe 100*l.* to build a school at Newcastle, the Committee of Council will take it as a local subscription, and they have agreed to do that, I think, because they saw that, in the other case, a strict adherence to their general rule would be simply fatal to the building of a large number of Catholic schools.

1297. So that in the case of those schools the Committee of Privy Council only looks to the amount of contributions and not to the locality from which they are derived?—I should not like to commit the office

to any formal and official recognition of that principle, but certainly in practice it has been acted upon. I know that the Duke of Norfolk and one or two other gentlemen went to the Committee of Council and represented to them a particular case in which they could not collect 5*l.* upon the spot towards the erection of schools which were to cost 12,000*l.* The Committee of Council saw at once that if they adhered strictly to their rule, it would be fatal to the building of new Catholic schools in many districts.

1298. (*Sir J. Coleridge.*) What you point at would be felt, and justly, perhaps, as a grievance, namely, the pressure of that rule upon the Roman Catholics from the poverty of the immediate neighbourhood?—Yes, but I do not think that we ever had any difficulty about it. Whenever we have had any difficulty upon that subject it has been pointed out to the Committee of Council and they have always relaxed the rule; there has been no instance in my experience in which a difficulty has occurred.

1299. (*Rev. W. C. Lake.*) Practically the Privy Council does relax that rule in other cases also?—Yes, and other rules, but always keeping to their spirit.

1300. But I am speaking of that particular rule?—I could not answer positively; my opinion is that they have undoubtedly done so; I could not mention a fact.

1301. (*Mr. G. Smith.*) A gentleman connected with the Catholic Poor School Committee says, in reference to the Privy Council system of assistance, "I should observe that it seems to work best among "Catholics in the great manufacturing districts where a high rate of "wages enables the operative to pay for his children such a sum per "week as together with the teacher's certificate and the payment for "pupil-teachers, and the capitation grant, makes up an income sufficient "for the maintenance of a good school. I believe that it fails utterly "to reach very poor and destitute populations." He further says, "The Catholic Poor School Committee makes yearly grants in support "of the schools most needing them. Now I have remarked year after "year, that the schools receiving the Committee's grants are, as a "general rule, precisely those which do not receive the Privy Council's "aid." Do you think that view correct?—Not at all; I think it is thoroughly inaccurate. The last statement is true as a matter of fact; but that, it seems to me, is the obvious result of the whole operations of the Committee of Council; they will assist much more largely schools of which the managers display zeal and energy, and they will leave indifferent ones, where the managers are careless, to themselves; that must be the result of any great public system of education such as that which they administer. With regard to the first statement, that the system succeeds in a particular class of districts and not in others, it is directly contrary to the whole of my experience. I would add, that while the system of the Committee of Council, and the conditions which it imposes, tend inevitably to the gradual formation of *good* schools, the promiscuous distribution of grants in aid by other educational bodies necessarily promotes, according to my experience, the perpetuation of *bad* ones.

1302. (*Rev. W. Rogers.*) You stated in your report, I think, that you have never found any insurmountable difficulty in the building of schools even in the poorest districts?—Never; I do not know such a case.

1303. There cannot be a poorer district I suppose than Drury Lane?—None; there have been particular cases, for instance in Westminster, where a site was applied for, for many years, and which being in the

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hands of a particular Corporation was refused, but ultimately even there it was obtained.

1304. (*Rev. W. C. Lake.*) Supposing the rule in force had not been practically relaxed, and subscriptions obtained from a great distance had not been allowed to count, in the case of these poor populations, what would have been the result?—No doubt the difficulty would have been augmented; but if the object is to ascertain the working of that particular rule financially, I can only say that in my experience it has worked well; because though it may have delayed for a year or two, or more, the construction of a new school, it has no doubt applied a stimulus which has ultimately led to the erection of that school, no matter what the difficulties may originally have been; and I myself in particular cases have recommended the Committee of Council rather to insist upon their rule than to relax it, for that very reason, because I have observed that the more stringently they require compliance with certain rules which it is difficult to obey in some cases, the more is the benefit of their system ultimately felt.

1305. That is always assuming that the rule of requiring subscriptions to be strictly collected in the place is relaxed. I want to put the case that you have a thoroughly poor population, and that you have only that thoroughly poor population to rely upon, in that case, would your remarks hold?—They really could not build the school in such a case without extraneous assistance.

1306. (*Sir J. Coleridge.*) And as I understand you in such a case you have always found that the rule has been relaxed?—I know of no example to the contrary; I will not deny positively that there is such an example, but I do not know of one.

1307. (*Rev. W. C. Lake.*) Has that been the case ever since the early connexion of the Roman Catholic body with the Privy Council, or has the relaxation been introduced gradually?—Many of these points of detail were only started as they arose; they would not all arise at once; they arose as the system began to develop itself.

1308. Do you remember at about what time that relaxation was first allowed?—It arose, I think, in this way; it was not so much with regard to the local contribution as with regard to the constitution of the local committee of management, on which point the Committee of Council felt very strongly; and we showed them that we could not get in every case local managers of the class who were desirable for such an object; that for example, supposing you built either in a manufacturing district or in a village, a school in a place where there was not a single Catholic of education, it was in the highest degree inexpedient to compose the local authority in the manner required by the Committee of Council; and in that case they departed from that rule.

1309. Do you mean that it forced upon them the conviction that you could not get rich Roman Catholics in the locality?—I think it led generally to the reconsideration of the whole question of local committees and local contributions, and led to that modification which, as a matter of fact, has been the general rule with us. But I could not point to any definite official statement of the Privy Council which has determined the present system, nor do I think that any exists. I think that each case is treated as a separate case, and in each case the same decision is given.

1310. Have not the Privy Council a rule among their earlier rules which was passed before 1840, laying down the principle that they would give assistance to poor localities?—Yes; but as a matter of fact, with these occasional modifications, they only give assistance

strictly in accordance with their rules. I have at this moment many schools seeking assistance which cannot get it, and which I think do not deserve it. I have always supported the office. I think that their rule refusing to assist schools which are in an unsatisfactory state, and which decline to take or cannot take the necessary steps to improve them, is an excellent rule, which, as far as the country at large is concerned, leads to the most beneficial results.

1311. (*Sir J. Coleridge.*) I believe there was some difficulty which arose with the Committee of Privy Council as to the Model Deed? —Yes.

1312. And that has been finally got over?—Entirely.

1313. Therefore, there is always now a managing committee, is there not?—Yes, but with a certain modification.

1314. Will you be kind enough to state what that modification is? —The question has close relation to the one which was put to me just now. There is only this peculiar feature in the case, that the ground of opposition to that rule of the Committee of Council on the part of the Roman Catholic authorities was this, that they could not resign the control which they conceived their position required them to exercise in religious and moral questions, and therefore they claimed, and the claim was ultimately conceded, that the committee of management should be constituted, not according to the rule which had been laid down previously, but with certain modifications, which were accepted. For instance, the bishop of the district was always to be a member of the committee, one of the clergy was to be another member, and so on; in that way the difficulty was got rid of.

1315. Does it still at all operate to make the clergy unfavourable to a connexion with the Privy Council? — I know as much of the clergy as any man in England does, and I do not think that there are four in the kingdom who do object to it; in fact the rapid progress of the application of the system to us is a sufficient proof that they cannot object to it.

1316. If not to the system do they object to the Model Deed?— I do not know how they can, inasmuch as their authorities, after the most careful examination, have accepted it. I dare say there may be particular individuals who feel some misgiving about it.

1317. But not as a general rule?—Certainly not.

1318. (*Mr. G. Smith.*) Are there many children in the Catholic schools which you inspect of a class above the lowest, or are they almost universally the children of artizans and labourers? — It varies in different districts and it varies also according to the character of the school. I not long ago saw a school designed for the poorest class, for the children of the labouring classes, in which there were 25 boys, all the sons of tradespeople. The parents were present at the examination; they evidently were people in a very comfortable position, but I found that the explanation of it was that they had ascertained that in this elementary school the instruction was of a much higher class than in the middle schools where they had been paying 20*l.* as the annual fee, and therefore they had determined to put their children there, and I found that that was so. It was a school in which the instruction was remarkably precise and intelligent, and I have seen many other schools to which the same thing applies, particularly those taught by "Religious" persons; the parents feel a confidence in them, which they do not in secular teachers, and there are children, both in the male and female schools, who are of a very much higher class.

1319. Do you think that any children pass from the Catholic schools under your inspection into the priesthood?—I do.

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1320. Many?—Not many, but a few.

1321. (*Mr. Miall.*) Is the rate of fee paid by the classes who are higher than the poor attending these schools higher also in proportion?—Yes, I think so as a rule.

1322. Do you think that it is so high as they would have paid in a middle-class school?—No, I should say that they scarcely ever pay beyond 6*d.* or at the most 1*s.* a week.

1323. (*Mr. Senior.*) Are they ever kept down by the fear of losing the capitation grant?—Yes. I should be inclined to think, although the cases are not numerous, that that result has followed.

1324. We have been told that many schools would receive a larger fee from the parents who could afford to pay it if they were not afraid of losing the capitation grant?—I have no doubt that occurs, but not so often as to affect the practical and beneficial operation of the capitation grant.

1325. (*Sir J. Coleridge.*) When you speak of children passing from your schools into the priesthood, you mean that ultimately they become priests?—At the age of 13 or 14 they are transferred to an ecclesiastical seminary and ultimately from thence to a college.

1326. In the case of which you were speaking where the instruction is so good, is that the result merely of particular merit in the master or mistress or of its being the school of a Religious community, or is it the result of the manner of teaching what is taught?—In that particular case it was simply from the remarkable ability of the master, who was a secular person and quite alone in his work.

1327. (*Chairman.*) You have stated that there was a case within your knowledge where the school cost 12,000*l.*?—Yes.

1328. Was that school built entirely for the children of the lower classes?—Entirely for the lowest class of children in Europe I should think.

1329. What number of children does it accommodate?—About 1,200. When I visited it last, which is now a good many months ago, they had an attendance of about 1,000 a day. I believe it is now increased.

1330. Into how many schools is it divided?—There are five very large departments perfectly distinct, which again are subdivided; but then there is a very large and flourishing industrial school connected with it which is in some respects the most striking feature of the whole institution; children of the very lowest class, some of whom do not even know who their parents are, and who previously had not the least instruction whatever, are now earning from 8*s.* to 15*s.* a week by skilled labour which has been taught them by a community of French nuns who have the charge of the female part of the schools, and who have taught these girls with so much success that I saw many of their wages books, and they can earn as much as 16*s.* and 17*s.* a week in a few cases.

1331. Are any fees paid by any large proportion of these children?—They only pay 1*d.* a week, I think.

1332. Some of course do not pay that?—Some pay nothing. I think that a very large number of them pay nothing; they are the poorest class of children in the world.

1333. Where is this?—In Charles Street, Drury Lane.

1334. (*Mr. Senior.*) Of the 12,000*l.* was a portion the expense of obtaining the site?—Yes; that was, I think, 2,400*l.*

1335. (*Sir J. Coleridge.*) I see it is stated in the answer of Mr. Allies at 10,000*l.* There was a grant of 3,000*l.*?—There was a

grant of about 3,000*l.* That statement does not cover the furniture and a number of other things which were supplied afterwards.

1336. (*Rev. W. C. Lake.*) Without the grant of the Privy Council could that school either have been originally established, or if established, could it have gone on flourishing as it does at present?—Certainly not. Indeed the managers to whom I put that very question, and who themselves made immense sacrifices to build it, told me that but for the aid of the Committee of Council both in the institution and in the maintenance afterwards, they should not have attempted it; they consider that we owe that school and all the striking results which have been obtained in it entirely to their connexion with the Privy Council.

1337. What would be the effect upon that school, and upon a similar class of schools, if the grants of the Privy Council were very considerably diminished, either immediately or gradually?—I should conceive that the effect must be to gradually diminish their usefulness very materially, because I suppose, though here I am only expressing an opinion without a great deal of confidence in it, that the whole of the Catholic body capable of taking any part in the work of popular education, are at this moment doing so to the utmost limit of their power, and that, therefore, any large deduction from the resources at their disposal could not be met.

1338. With regard to the children themselves, you mention that very few of them pay more than 1*d.*, and a great number do not even pay 1*d.*?—Yes.

1339. Do you not think that their contributions might be, to a certain extent, raised?—They have been raised since the school came into operation, and, I think, will be more and more; but you must remember that a very large number of the children are utterly destitute. They are not the children of people earning weekly wages; but some of them are children who do not know who their parents are. Many of them are outcasts, who, before this institution was established, used to sleep about in passages and doorways; and a great number of the children that you have seen sweeping the streets have been taken in, and are now attending at that school.

1340. So that, with regard to poor schools of that sort, you think the continuance of the Privy Council grant, or a certain portion of it, absolutely essential to their existence?—Not more than with regard to schools of a much higher class. If you ask me to express an opinion what would be the practical result of the total or gradual withdrawal of the grants of the Privy Council, or of a large proportion of them, I say, without the least hesitation, that it would be extremely injurious to the further progress of popular education; but I am not prepared to say that it would be fatal to it.

1341. But you are putting the schools of what I may call pauper children on exactly the same footing in respect of the parent's payment as the richer schools; do you not recognize this difference that, in the schools of the rather higher class of children who are now paying a fee, they might pay a higher fee?—There is evidently that distinction; but, on the other hand, the kind of aid which the higher class of schools receive from the Committee of Council, I conceive, is such as could not be easily supplied from any other source whatever. For instance, take the most remarkable school which I visit in London, which is taught by a very large community of Sisters of Mercy, where there are 300 children every day. A clergyman of the Church of England, who has been examined here, and who is an inspector having the largest district in England, went with me, and he told me

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after the examination was over, in the presence of the teachers, "I "never saw a school in which such questions could be answered;" and I believe that to be the case. I conceive that a school of that class would be very much more injured by the withdrawal of the grants of the Committee of Council than a school of the kind to which I have referred, namely, one in an extremely poor district, for this reason; there are many of that class of pupil-teachers who will, in time, ultimately become teachers themselves, and whose existence depends upon the continued grants of the Committee of Council. You have a general tone and efficiency secured by the application of the means which the Committee of Council alone can direct, and therefore I only convey the opinion of the most intelligent and experienced school managers amongst the Catholic body, when I say that if those grants were withdrawn, we do not see how we could carry on the schools.

1342. But the reasons which you give point rather to the organization of the Committee of Privy Council than to the amount of money? —It is not the amount of money, I think, which we value so much, though that is indispensable to keeping up the teaching staff. For instance, we could not have eight pupil-teachers, costing on the average 120*l.* a-year in salaries to them alone, without having the Government grant, or without making a new and very serious demand upon local resources.

1343. (*Mr. Senior.*) Those resources you consider at present as taxed to their utmost? — I consider that they must be so. I am filled with astonishment, going through the country, at seeing the new institutions which have been raised; very many are new within my experience.

1344. (*Rev. W. C. Lake.*) Would you place on absolutely the same footing, with reference to their self-supporting power (as your answers seem to do), schools where there is a resident population to support them, and absolutely pauper schools such as you have described?—Clearly as regards the school revenue there is a distinction; in the one case there will be a much larger power of increasing the school revenue than in the other.

1345. Is not the only point in which they are alike, the point which I have just suggested as to management?—Perhaps I shall better answer that question, and all questions of that nature, by stating this, which is a fact that I conceive well worthy the attention of the Commissioners; it is the most interesting fact in some respects that I have encountered in my experience; and it is this, that I find the greatest success obtained in places where there is a combination of all the most exaggerated difficulties that we meet with in the management of elementary schools. Therefore, from that fact, it seems to me that this conclusion follows, that the Committee of Council are perfectly right in stringently applying rules of which the practical effect is to produce such a result as that.

1346. (*Sir J. Coleridge.*) You were speaking of the observation of a clergyman upon the questions put in a certain school; what is the amount of teaching in that school; how far does it go?—The subject which struck him most, as it has struck many other persons who have been to that school, was the knowledge of grammar, and particularly of logical analysis, which was shown by children of ten or eleven years of age, so that almost any sentence,—a sentence out of Milton or Shakespeare, which was perfectly involved with four or five parentheses in it,—the children were able to analyse with the greatest facility and glee as a matter of enjoyment. That school is in that respect not equalled by more than three or four schools which I have ever visited, and it is

due entirely to the fact, that one of the ladies who teaches, who is a very accomplished person, studied with the greatest care the celebrated French Text Book used throughout the Continent, the "Analyse Logique," and which, I believe, explains the astonishing knowledge of language which is possessed on the Continent. She never puts a grammar into the hands of any of the children till they have attained to some considerable knowledge of grammar, and she diffuses amongst them the general principles contained in this treatise, with the most minute and logical application of them to the English language, and certainly the results are extremely remarkable.

1347. (*Rev. W. Rogers.*) Are these poor children in St. Giles's?—No, it is in Blandford Square.

1348. They are a superior class of children?—Very superior to the others, but they still are merely the ordinary class which you find in elementary schools.

1349. Do you find at all that in the good Roman Catholic schools Protestants are drawn in?—Not so much in London; first, perhaps, because the different denominations look after them too carefully, but I have seen schools which have been largely composed of Protestant children from that cause.

1350. If the school is a good one, the parents do not regard the religious instruction, but only the goodness of the school?—They do not seem to care much about the religion one way or the other, but I know many country schools in which perhaps half the children are Protestants, entirely owing to the good character of the schools. The most remarkable case which I know is that of a large manufacturing town in Yorkshire, where, when I first visited the school, there was nothing remarkable in it, and there were 50 or 60 children; they have been obliged twice to more than double the size of it. It is not in my district. Two-thirds of the children are Protestants, who leave their own schools two miles behind where they would pay nothing and pay 6*d.* a week to us.

1351. Do you find that Catholics are drawn into Protestant schools from the good reputation of the schools?—No, I do not think the good reputation of the schools has anything to do with such rare cases; it is generally either from the Catholic school in the neighbourhood being a very inefficient one, or from the children being nearer to the Protestant school, or from some purely accidental cause. I do not think that they ever go there from a deliberate choice as conceiving that they will get more advantages there.

1352. (*Sir J. Coleridge.*) The Protestant children in the Roman Catholic schools of course get the same religious instruction as the Roman Catholic children do?—That is a point to which I have paid a great deal of attention, and there is no rule. There are many of our schools where the parents are told, "We will teach your child if you "like, but it will be taught exactly the same as any other children." In some cases that is not insisted upon, and I have known more than one case of pupil-teachers in our schools who entered them Protestants and quitted them Protestants, but those are exceptions. No doubt the general effect is that a very large number of these children become Catholics. I visit schools taught by ladies who are often of a high social position; that does not prove that they have either more talent or more knowledge than others, but it proves at all events that they have wonderful devotion to apply their whole lives to such a work, and they have a personal influence which persons of a lower class can rarely exert.

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1353. (*Rev. W. C. Lake.*) Does the Roman Catholic church by its authorities lay down any stringent rule that it is necessary for children receiving the secular education at a Roman Catholic school to receive the religious education also?—No, it leaves a discretion to the local managers, who either impose the religious instruction or not, as they think fit.

1354. (*Chairman.*) Is the system in these schools which you have been speaking of uniform, or are any of the schools into which so large a number of Protestants have been introduced, conducted upon the Irish system?—No, I think not. With regard to that particular school which I have referred to, which is the most remarkable example of its class that I know of, I was told three days ago by the inspector of it, that all the children learn the same catechism, and practise the same devotions, and lead in short the same religious life, and the parents are perfectly aware of the result of it throughout the town, it appears, and yet they acquiesce in it.

1355. (*Mr. Senior.*) What town is that?—It is in Yorkshire; it is extremely remarkable, because you have the case of children who could be educated gratuitously, and who are admitted to this school as a very great favour, for the manager told me that he never admitted them without keeping them waiting a month or two, and they pay sixpence or a shilling a week from the notion which prevails that it is a very good school.

1356. Is this a boys' school?—Yes.

1357. (*Sir J. Coleridge.*) Have you any Roman Catholic Training Colleges?—We have three.

1358. Are they for young men?—One is for masters, and two are for mistresses.

1359. (*Mr. G. Smith.*) Do all those who are trained there become masters and mistresses?—A very large portion of them indeed. Up to the present time I am not prepared to tell the Commissioners off-hand the proportion, but it is an extremely large proportion.

1360. And do they generally continue in the calling after having become masters and mistresses?—Only a few years have elapsed since they began to turn out teachers from those institutions. Up to the present time they have fulfilled far more largely than one could have anticipated the objects for which they were established.

1361. (*Sir J. Coleridge.*) Where are the Training Colleges?—The one for masters is at Hammersmith; the two for mistresses are at Liverpool, and at St. Leonards. The one at Liverpool was visited lately by Sir James Shuttleworth, who of course is a great authority in these matters, and who seems to have made a speech which was inserted in the papers, and to have spoken of it with very great admiration, and it is a remarkable institution. As respects the ability and devotion of the teachers, St. Leonards is fully equal to it.

1362. Can you give us any information as to the state of the masters of the Roman Catholic schools?—The masters as a class do not satisfy us; we have been obliged to draw them almost exclusively from Ireland, until the last half dozen years; their training as a rule has been very incomplete and superficial, and we have found them on the whole, with some striking exceptions, an incompetent and unsatisfactory class. A very great improvement has taken place within the last few years, but even now as a class the masters are not what we desire to find, and the attention of all those who wish to promote the efficiency of Catholic schools, is at this moment directed mainly to that point.

1363. (*Rev. W. C. Lake.*) Do you think that the Privy Council have helped you very much in that point?—No; but that is not from a defect in the scheme of the Committee of Council, but from a defect in our constitution. It is this: the class of pupil teachers who ultimately go as students to the normal college for males is, perhaps, too low socially to admit of any very great improvement. *T. W. Marshall, Esq.* 9 Dec. 1859.

1364. I observe that there are not a large proportion of pupil-teachers in the Roman Catholic body generally?—I suppose that the proportion between the whole number of children inspected, and the number of pupil-teachers, is about the same as in other bodies. I do not know.

1365. (*Rev. W. Rogers.*) If they paid pupil-teachers more, do you think that they would get a better class of them?—That is the only question. Expressing a personal opinion, I should be inclined to say that there is no rule of the Committee of Council which has so much impeded the progress of public education in this country as that which limits the payment of pupil-teachers to the present amount.

1366. Is it not sufficient for girls?—I think not, although it affects them much less injuriously than boys; but, as regards boys, my own experience is this, that when you propose to a parent that you will pay his boy 10*l.* at the end of the twelve months, conditionally upon his making certain progress, he laughs in your face; he thinks it is not a serious proposition; and I confess that I wish it was not a serious one, because they can earn very much more, and be paid weekly, without any conditions whatsoever, except the due performance of their work. I have no doubt that the small amount paid to the pupil-teachers has been most injurious to us.

1367. (*Chairman.*) Is the male training school principally supplied from pupil-teachers?—Yes, almost exclusively.

1368. And the female training schools also?—Yes; but the students who go into the female training schools are of a very much higher class. It must also be observed that females are more susceptible of refinement, and of that kind of influence which can be brought to bear upon them than males are; and our female schools are taught by a class so immeasurably superior to those who teach the males, that the final result is that they are a totally distinct class of persons altogether; and it is proved by a very remarkable fact, which deserves mention, namely, that the number of these young women who ultimately, after passing through the seven or eight years of intellectual training, enter religious communities, is very large. It is a great fact, because it implies that from that moment to the day of their death they have voluntarily resigned all those common sources of enjoyment and recreation which human nature seems to claim. It shows what a wonderful power, at all events, viewing it simply as a fact, has been acquired over their minds.

1369. (*Sir J. Coleridge.*) That does not interfere with their becoming mistresses?—Not the least in the world; they all become mistresses.

1370. (*Mr. G. Smith.*) Is the number of men who enter religious communities large?—Scarcely any.

1371. (*Rev. W. C. Lake.*) Have you any statistics which would show the effect which this very superior kind of education given by your ladies has upon the mass?—I have no statistics in a written form. I have considerable personal knowledge of it because I spend my life among those persons, and I have opportunities of judging. Of course you will easily understand that considering what the homes of many of these poor children are, and considering what social influences they come in contact with directly they leave school, it is only consistent

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with human nature to anticipate that a very large part of the good is undone.

1372. (*Mr. Senior.*) In the school which you were mentioning which was built in Drury Lane are the children fed?—Those in the industrial school are fed every day entirely and clothed also. Those who attend the day school are not all of them fed as a rule, but in point of fact a good many of them are fed, because if they were not they would starve to death.

1373. Half do you suppose?—I really do not know, but my impression is that a very large number of them are, perhaps half.

1374. (*Sir J. Coleridge.*) With respect to the industrial department of that school I suppose the aid is granted separately from the other part?—Yes.

1375. And granted upon the Privy Council scale to industrial schools?—In strict accordance with their rules applying to that class of cases.

1376. (*Mr. Miall.*) What is the proportion of the aid furnished by Government to the training schools as compared with the whole expense?—The whole. There could not be any training colleges in the kingdom without that aid. There may be a certain class of students who pay for themselves.

1377. (*Sir J. Coleridge.*) When you say "in the kingdom" you do not include Protestant colleges?—I have very little personal knowledge of those, but my impression is that very many of those who are there have been pupil-teachers. With us the teachers have no salaries at all. The building at Hammersmith has been erected partly by the aid of the Government and partly by voluntary contributions. At Liverpool and St. Leonards the training schools were erected at the sole cost of the communities who direct them. We have an immense mass of teachers whose aid is given gratuitously, which tells upon the training schools and also upon the industrial schools. The cost of the industrial schools which have had to pay the teachers no doubt has been fatal to their progress in many parts of the country.

1378. (*Rev. W. C. Lake.*) You have referred to members of religious communities who are engaged in teaching?—Yes.

1379. What place do the members of religious communities occupy?—Exactly the same as secular persons who teach.

1380. Do you exclude them from your general remark that you are not satisfied with the masters?—We have scarcely any male religious teachers. We have a few, and in those cases the results are as remarkable as they are in the case of the females.

1381. (*Sir J. Coleridge.*) How is your male training college now supplied with teachers?—I have the inspection of it, and I know it well, and I conceive that, as regards the merit of the teaching and the skill with which the general principles of education are handled, and the general details of school management, nothing can be more satisfactory; but the class of pupils who come up are often socially of such a character that the teachers tell me that they cannot produce any great results in them; they come up so untrained, both in mind and in habits.

1382. My question rather referred to the teachers themselves; how are they paid, and how have they been trained?—They are not paid at all.

1383. Have they their meals?—Yes.

1384. Are they in Religion in any way?—As it happens, they are all of them; they are in a Religious community. They were not, originally; they were some of them ecclesiastics, but they are now

aggregated to an important community upon the Continent, and they have some 16 or 18 students of the same class, but who are perfectly distinct from all the others, and who do not occupy the same premises.

1385. (*Mr. Senior.*) You say that nothing has so much impeded the progress of education as the low amount of payment made to the pupil-teachers; is no part of that payment contributed by voluntary exertions?—None.

1386. Why should not the voluntary principle which pays the masters, also increase the stipends of the pupil-teachers?—That is a suggestion which I have ventured to make more than once, three or four years successively, at the annual meeting of the Privy Council, and of the inspectors. I have expressed the opinion which I have mentioned here to-day, and I have suggested that if the Committee of Council declined to make a larger annual payment to the apprentices, they might introduce some such rule as that which you suggest, that the payment made by the Government should be proportioned to the payment made by the managers.

1387. The payment now is how much?—An average of 15*l.*, it begins with 10*l.* and ends with the fifth year at 20*l.*

1388. Would there be any objection to the Government saying, "You "shall give 5*l.* if we give 15*l.*"?—I think not.

1389. Would there be any objection to the Government saying, "You shall give 10*l.* if we give 10*l.*"?—I think there would.

1390. But still you see no objection to the principle?—On the contrary; I should be very glad to see it adopted.

1391. (*Sir J. Coleridge.*) In point of fact does not that happen as it is?—With regard to the schools with which I am connected, I should say never.

1392. (*Mr. Senior.*) Would you like such a system as that to be introduced with respect to the pupil-teachers of Roman Catholic schools?—Within certain limits, but I think that if you imposed any additional burthens upon the managers of elementary schools, they would break down unless very carefully adjusted.

1393. But you approve of that principle?—Yes.

1394. Of course it would be far more easy to impose it upon others?—I think so.

1395. (*Rev. W. C. Lake.*) Supposing the Government did not fix definitely the sum to be given to pupil-teachers, but gave a larger sum in a lump to the managers of schools, do you think that they would be likely to make what you consider a proper allowance to pupil-teachers, or do you consider it very essential that the Government should prescribe the sum?—I have the greatest respect for school managers, but I should be certainly sorry to see the whole management and all the payment left entirely to their judgment.

1396. How would it act upon pupil-teachers?—I think it would sometimes leave open a door for persons not competent to decide such matters.

1397. Supposing that the Government gave an equal sum in a lump, you do not think that it would do to trust that the schools having seen the efficiency of the pupil-teacher system would make a proper allowance to the pupil-teachers?—I think it very doubtful. From my own experience I find that the action of the civil power in these cases is most beneficial, because you secure a perfectly upright and impartial judge instead of one who may be swayed by caprice or who may be quite unequal to deciding such cases. There are cases unfortunately where persons who accidentally are school-managers are not equal to the task, and if you have a power altogether external coming in and

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binding them by stringent rules which are the result of great experience and which as far as my observation goes are marked essentially by good sense, I think it an immense advantage to the cause of public education.

1398. (*Sir J. Coleridge.*) The pupil-teachers being such as you describe them, do they pass at once from that situation to the management of schools after completing their time in the training college?—That used to be the case, but the Committee of Council have in the last few years done what they could to introduce a change. They have constituted lately a class of assistant teachers, and I hope that by degrees a large number of students will enter the normal schools and quit them well qualified to act as assistant teachers, so that they may have for a year, or two or three years, the benefit of the supervision and experience of older and more competent teachers; but that has only come into operation on a very small scale, and is not likely to do otherwise for many years I am afraid.

1399. Are the masters of your schools selected by the managers or appointed by the Catholic body?—It is left entirely to each set of managers, excepting in the case of female schools. We have such a very large number now of Religious communities in England, that the tendency is to confine the instruction of girls, as far as Catholics are concerned, exclusively to "Religious," and I have no doubt that that will be the result. Already there are very large towns in which there is not a single secular Catholic teacher, and I see distinctly that the time is coming when there will be no secular teacher.

1400. Of course in time you will have no female pupil-teachers?—In that case it is a question; I think we should still keep up female pupil-teachers though perhaps not to the same amount, because we find the best of them the most valuable class for recruiting these very communities.

1401. (*Rev. W. Rogers.*) Do these "Religious" get certificates?—Yes, they pass an examination just as the others.

1402. (*Rev. W. C. Lake.*) Do you think that that is annoying to them?—In the highest degree. They do it simply from the motive of charity; they feel that complying with the Government regulations gives them increased power to promote the work to which their lives are devoted, and they therefore submit to it, but it is a great trial to them.

1403. (*Mr. Miall.*) Supposing the Government contributed to the support of your schools the same amount as they do now, but gave it for results instead of for means, and without laying down any precise condition, do you think that it would be equally satisfactory as regards the state of education?—I should think not, because there would always be differences of opinion as to what the results were. Inspectors would have to say what the results were in a particular school and whether it was a school which deserved certain grants, and the managers might differ from them entirely, and that would give rise to a conflict of opinion and a dissatisfaction with the verdict ultimately given by the Committee of Council, and I think that practically it would be found to produce great confusion.

1404. (*Rev. W. C. Lake.*) Could not you lay down a definite standard, such as that of the children being able to read and to write well and knowing certain rules of arithmetic?—If you narrowed the limits no doubt you could have a tolerably definite standard, but I confess that I should be sorry to see a principle of that kind introduced; I think that if the grants were made to depend upon results absolutely,

it would be nearly impossible to secure anything like certainty in the application of them.

1405. But when you speak of narrowing the limits is not the standard which I was referring to, namely, that of reading well, writing well, and doing a certain fair amount of arithmetic well, pretty much as high a standard as practically you think can be obtained in popular education? I do not think so at all.

1406. Will you allow me to read to you this passage from the very interesting evidence of Mr. Allies bearing upon that point, and you will express your opinion with regard to it. He says, "There "are four things which in that period" (that is between the ages of 5 to 12), "I would have them taught well, and the nation that really "taught its poor children these four things would, I think, discharge "its duty to God as respects the children of the poor. If a poor "child could leave school reading and writing with ease, so that the "work should be a pleasant stimulant, not an irksome labour to the "mind; if it should so far master arithmetic as to be able with the "same ease to make all calculations which the ordinary course of "agricultural, commercial, mechanical, or domestic life requires, and "if it be taught its religious belief well and soundly in outline and "with an effect on the heart, all would be accomplished which I think "at once practicable and desirable."?—That is an opinion with which I have not the smallest sympathy; I do not think it is true. I think, in the first place, it omits the only element of education which leads to any practical result in our schools, namely, the study of grammar. I believe that the real cause of the contrast which unquestionably exists between the masses in this country and in other countries, is, that in other countries they know their language and in ours they do not. I do not think that any one who has lived much upon the Continent can have failed to have been struck with this fact, that the labouring classes and domestic servants speak their language with a purity which is altogether unknown here; and not only so, but that they use expressions which are the vehicle of abstract ideas, and that they do it familiarly and constantly. I could give a number of illustrations, if it were worth while, which have occurred to myself while residing on the Continent. What I wish to notice is, that there has been a careful training of the mind. For example, the French nation, by the careful study of the analytical structure of language,—all their schools, without exception, from the highest to the lowest, being simply grammar schools,—attain this final result, not simply purity of language as compared with the dialect spoken by the same class in other nations, but a power of receiving ideas conveyed by language which literally does not exist in England. This is an illustration of the opinion which you have asked me to express. I attach so much importance to the study of grammar, that is to say including the forms of ideas, as the medium through which all knowledge should be conveyed, that I look upon any education which omits it as a delusion,—as leading to nothing definite,—and I think that the final result of that system of instruction which makes grammar its chief point is, that you get a population endowed with a facility of receiving ideas which those who have not so studied their own language cannot acquire. No clergyman can have failed to remark that he preaches in vain to a very large part of his congregation. I certainly remarked it during the seven years that I was a clergyman; however simple I thought my language and the structure of it they did not receive one idea which I put before them, and I believe that that was solely from their having no knowledge whatever of the structure of language. Their vocabulary consists

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only of a very few words which they use over and over again in the simplest forms. That is not the worst defect; it is that they have no idea of logical analysis. Now in France and Italy the knowledge which the poor people have of their own language is perfectly wonderful, and they habitually use expressions which have no meaning whatsoever except as conveying abstract ideas; that is obtained by the study of grammar. To conclude, I say this, that since I have myself recommended and promoted the study of grammar in our schools, which I have done for many years, I have found the results surpass anything which I had hoped for or had reason to anticipate; that is to say that a child so taught will hear a sermon or a lesson or a lecture, or anything else which is made the medium of conveying knowledge, and will apprehend what is said without the slightest difficulty, and is therefore in a more favourable position with regard to the acquisition of knowledge than a child who has not passed through that study of grammar ever can be.

1407. Do you find the English mind as apt in that respect as the Irish mind, for example?—I think that the Irish have a greater quickness, but though I am in contact with them so much I do not see that in the course of an education, such as one of four or five years, they do, except in arithmetic, obtain the same solidity and accuracy of knowledge as the English do.

1408. (*Mr. G. Smith.*) Do you find the English language less available for that purpose than other languages, with regard to the etymology of our words for instance?—I do not lay very much stress upon etymology. I think that comparative grammar is extremely desirable, and that you cannot teach grammar rationally without the children being able, at all events, to compare inflections. The matter of experience with me is that we are able now to present to a high order,—for example, to the clergy or to lecturers on science,—a class of children who can receive knowledge which, without the particular tuition which we have given them, they never could receive.

1409. (*Rev. W. C. Lake.*) Should you not recognize that that quickness for abstract ideas which you have dwelt upon is to some extent a national gift, and that the English and German poor are in this respect behind the French and Italians?—I do not wish here to express my personal opinion, which would have no value. I rather wish to connect my opinion with facts. Speaking of facts, I may say that I know a great many of the very best schools on the Continent which I have examined thoroughly, and I can produce children here of 11 years of age of the humblest possible class, who have a power of analyzing language which I have never seen in the best school of Holland, or France, or Italy; and that comes from the fact that we have paid (and I claim to have had some share in producing it) especial attention for the last seven or eight years to the study of grammar.

1410. Is grammar taught in French schools to a very great extent?—Not to the same extent as with us now; but every French school, from the little village school up to the Lyceum in Paris, is a grammar school. The study of language I consider first of all to be the most powerful instrument for cultivating the mind in an elementary course, and, secondly, the most fruitful in practical results, as fitting the student for a much higher intellectual position afterwards. That is the double advantage of the study of grammar, which is universal in France and Italy, and which I hope may be nearly universal in this country, after a time at least, so far as regards the schools with which I am concerned. I do not think that any education which is not based upon the study of language can ever lead to any practical results.

1411. (*Mr. G. Smith.*) Is any other language than English employed in the schools under your inspection?—Yes; but only, of course, provided that the students are able to prolong their attendance much beyond the average.

1412. What other language is used?—French is very commonly taught, there are so many French nuns; and Latin is very frequently taught; I think that is all.

1413. (*Chairman.*) You have spoken of the period of study prolonged in some cases, at what age, upon the average, do the boys in your schools leave?—I have stated the exact averages in some of my reports, and they agree pretty much with those which are stated by our other inspectors; it is a very low average indeed, and one which is not any higher now than it was ten years ago; but there are exceptions. When a school has reached a very high degree of efficiency, the attendance is prolonged.

1414. (*Mr. G. Smith.*) Is it a part of your duty to watch the political character or tendency of the secular instruction in the interest of the State?—No, I think not, I have never contemplated it; I have never seen any occasion whatsoever upon which the question arose in any form. I should think that the children of our schools were as profoundly ignorant of political questions as they are of unknown languages.

1415. Have you any historical books in which such questions arise?—History does not enter very much into the course of instruction in the elementary schools because there is not time for it; excepting the outlines, and excepting on religious questions, they do not suggest any systematic teaching.

1416. Is this book used in your schools (*handing to the witness a book entitled "Modern Geography, by the Christian Brothers"*)?—I have endeavoured to exclude all the books of the "Christian Brothers"; this book may be very proper for a boy of 16, but for a boy of 10 it is absurd.

1417. (*Sir J. Coleridge.*) Have you any particular information respecting the reformatory schools?—Yes, because I used to inspect them all.

1418. Is there not a double inspection of those schools; is there not an inspection from the Home Office?—Yes, there was a double inspection, but the Committee of Council no longer makes grants to them, and they are now entirely under the Home Office; until the end of last March I used to inspect them all.

1419. What is the inspector from the Home Office, is he a Protestant inspector?—My impression is that he is a clergyman.

1420. Are they purely Catholic reformatory schools?—Yes, all of them.

1421. Are they inspected from the Home Office by a Protestant clergyman?—By a Protestant clergyman; but he was admitted into those institutions simply as an agent of the Home Office to ascertain how far certain conditions were complied with. He never asked a question about the religious or moral aspect of the house, though I understand that now they put forward a claim to do it, and a considerable excitement has been created in consequence of it. I hoped that the Home Office might have been willing to have employed me to examine the reformatories on those points, to have taken my report, and to have restricted their own officer simply to technical details; but I do not know whether any final arrangement has been come to about it.

1422. (*Mr. Senior.*) One of the plans which has been proposed to us, has been to exchange the whole of the Privy Council system of

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grants into one large capitation grant, to be raised by local rates, what do you think would be the effect of such a change?—It is an immensely large question. One would like to have time to reflect upon it.

1423. Leave out the question of the local rates, what do you think of exchanging the whole system of appropriating grants to particular purposes into one large capitation grant?—What occurs to me is that this is not simply a financial question; it is also a religious question, besides being primarily an educational one; and if you were to view it simply as a financial question I apprehend you would never arrive at any solution upon it. I consider that if you could only get rid of the manifest financial defects of the present system, and its want of elasticity in applying itself to the whole work of education, it is incomparably the best system which has been devised, and I know that that is the opinion of some of the greatest authorities upon the Continent. I have had an opportunity of seeing some eminent persons upon the Continent who have had a great deal to do with education; they think that our system is the best which has ever been devised. Practically I think that it produces the best results; if it can be extended without any material change of its present form to the whole country, I do not think it possible to produce a better one.

1424. What are its manifest financial defects?—In that expression I only quote those who object to it; I think it is objected to because it does not seem to apply itself after many years to the wants of the whole nation. After all it only includes a very small number of schools, and they say that that fact is to be traced to the financial difficulty, that you cannot meet the educational wants of the kingdom by an annual vote of Parliament, but only by a local rate.

1425. It is obvious that a single large capitation grant would be a far more simple thing than the present grants; what do you think would be its effects, trusting to its appropriation by the local authorities?—I am afraid that in the first place it would be very difficult to get the local authorities to maintain a just and proper proportion in the distribution of it; I think it would at once appeal to those very passions and differences of opinion which it is well to keep out of sight in the whole question if possible. The present system does that; it is universal in its application so far as the principles are concerned, and it leaves the application of them practically to each educational body. I suppose that in a country such as England that is almost the only system which could work. I should wish to put before the Commissioners the fact that my experience goes to produce the conviction that the present system is working, as far as regards the schools which come within its operation, most admirably and beneficially, and that it is directed by an amount of good sense and practical wisdom which I confess I appreciate more and more every year.

1426. (*Sir J. Coleridge.*) You have a large proportion of uninspected schools have you not?—Yes, a very large number.

1427. Can you give us any notion of what their condition is?—I should think that as a rule the limits of knowledge diffused in them are narrow; there may be a few exceptions. First of all the buildings are generally unsatisfactory, the tenure is very often unsatisfactory. The teachers are not trained and are only half competent. They are producing a certain amount of good, as much as can be expected from schools so managed,—a perceptible amount of good,—but they are not schools of a class in which we can acquiesce as permanent institutions.

1428. (*Rev. W. Rogers.*) Can you suggest any means by which those schools could be drawn into the Privy Council system?—They would all of them be drawn in to-morrow if they could comply with the

preliminary conditions. Only yesterday I visited a school which wished very much indeed to be put under inspection, but their room is only eight feet high; the Committee of Council says that it shall be 12 feet high, and they say "we cannot afford to make it higher:" that keeps a vast number of schools from receiving aid.

1429. (*Mr. Senior.*) Still on the whole, you think, that the adherence to those rules is wise?—Yes, I have no doubt upon that point.

1430. That though it produces occasional evil, it produces a much larger amount of good?—I should be very glad to see those difficulties met in this way, not by a departure from the rule, but by the distribution of a much larger amount of grant. I, however, think that a strict adherence to the rule has done good rather than harm.

1431. (*Chairman.*) Is there any further point upon which you would wish to express an opinion?—There are many features connected with elementary Catholic schools in this country which are valuable for various reasons which deserve consideration by persons who take simply the view that a philanthropist would take of such questions, as well as by those more immediately concerned with education, and if I thought that I were at liberty to do so I have no doubt that I could mention interesting facts to the Commissioners; but it would be touching upon very delicate ground, and in some respects would be unpractical, because I believe I may say that the principal source of success to us is not available to other bodies. I say it without the slightest intention of committing any indiscretion; it is simply this, that we possess a class of teachers which nobody else does or can possess, and through their ministry we obtain results which no other bodies or parties are enabled to obtain. Monsieur Thiers, who is a great authority, and the more useful in such a case as this, inasmuch as he possesses no religious bias, has expressed before the Chambers the opinion that none but Religious communities can teach the people. He said that as a statesman; he said that it was on this account,—that where you put an isolated person possessing a moderate amount of abilities to such an enormous work as the education of 100, 200, or 300 children, he will fail, human nature is not equal to it; but if you get a community of 20, 30, or 40 people devoted heart and soul to the end of their lives to that work, you then get a class of agents who may really obtain results which the individual cannot accomplish. When I speak of the peculiar features connected with our schools, I especially allude to them in connexion with that class of teachers; but then I think that it would be impracticable to talk of it, because it could not lead to any real result as respects the general education of the country.

1432. (*Sir J. Coleridge.*) Even in your own body does that apply to boys' schools?—To those few which have such teachers. The law has relieved "Religious" ladies from all pains and penalties, but the law still precludes "Religious" men. I am not a lawyer, but I am told that at this moment a "Religious" is a felon by the law of the land. I have no personal knowledge of it, but I have often heard it said. The Act of 1829, I am told, relieved expressly by name female "Religious." There is one point with regard to an opinion which, it is said, prevails in the board. I do not know at all whether that opinion is an accurate one or not; it was mentioned to me some time ago that it was believed that the Commissioners wished to ascertain what was the practical effect of the use of religious formularies and text books in elementary schools. There is certainly a prevalent idea abroad that you desire to know whether the use of certain catechisms, for example, and the elementary formularies of religious instruction, leads to a practical result

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or not, because it was said that some persons wished to prove, by a large collection of facts, that it did not do so; that it did nothing or next to nothing. If that were so, the whole of my experience would contradict it, and I should be glad to enter a protest against that opinion. In fact, the two opinions which I should desire to protest against most emphatically are these. The first is that the use of religious text books and catechisms, and the like, does not lead to any practical advantage. Many of the clergymen of the Church of England, whom I know intimately, hold that opinion, and have told me so. One of them said in a public report, "In this school they teach "nothing but religion, of which the children know nothing," and that was quoted in the local papers. I should wish to protest against that, as far as my experience goes. Another point is this: I think that some of the inspectors, particularly Mr. Brookfield, who is a very acute person, are coming more and more to the impression that the educational results are unsatisfactory on a large scale. That again is a statement which contradicts the whole of my experience. I think that the purely educational results, on the contrary, however limited they may be by the domestic and social state of these children, are wonderful. I look upon them with admiration.

1433. Do you think that it would be possible for a child who had gone through a good Roman Catholic school to come out of it unable to read or to write, or to deal with the easy rules of arithmetic?—I should conceive that it would be nearly impossible; but in the very best of our schools we have children, chiefly through the fault of their parents, who profit very little by the instruction.

1434. (*Rev. W. Rogers.*) It would not be the teacher's fault?—No; it is almost always the fault of the parents.

1435. (*Sir J. Coleridge.*) Am I right in collecting from you that it is only in consequence of some supposed legal difficulty, such as you alluded to just now, that you have not "Religious" teachers for the boys' schools. You have "Religious" teachers for the girls' schools, and I collected that you said, that that did not apply to boys' schools on account of the state of the law, and their penal condition?—That does not deter the men at all. That question does not belong to it; it is simply this, that neither in England nor in the United States can we get that class of persons: they abound in many other countries; but young men of that class in this country will not devote themselves to that kind of life.

1436. (*Mr. Senior.*) The number of men who wish to take monastic vows in England is small?—Yes; and the number of those who wish to enter this particular kind of religious community, and to devote themselves exclusively to education, is smaller.

1437. In the first place, the number generally is small, and of that small number very few choose to devote themselves to education?—Yes; directly a man of that class enters a Religious community, he wishes to enter the priesthood; he does not wish to be a schoolmaster all his life.

1438. (*Sir J. Coleridge.*) Then the observation which you made, showing the superiority of Roman Catholic schools through the agency of "Religious," applies principally to female schools?—Almost exclusively.

1439. (*Mr. Senior.*) What do you think would be the effect upon the Roman Catholic schools of a regulation by the Committee of Council, that in every school assisted by Government aid children should be admitted without being required to submit to any religious education to which their parents objected?—I think that it would be

assuming, on the part of the Committee of Council, a power which they have hitherto disclaimed very carefully.

1440. But what do you think would be the effect upon the Roman Catholic schools of such a regulation?—I do not know that it would produce any effect upon us at all. It might produce an effect upon Protestant parents, in making them refuse to send their children to those schools, very possibly.

1441. That is not the question; the question is what would be the effect upon the Roman Catholic schools of a regulation on the part of the Committee of Council that no school should receive Government aid unless the children of those parents who objected to their receiving peculiar religious instruction were allowed to absent themselves while that instruction was being given?—It would not be necessary to have such a rule, because it is already in operation, not as regards the Committee of Council, but as regards the managers of Catholic schools. No child can receive religious instruction without the consent of its parents.

1442. Would you admit a Protestant child to a Roman Catholic school on the condition that when the religious education was going on he should be absent?—Some do so and some do not.

1443. Could such a regulation be generally laid down?—I think that it would be wholly unnecessary, for this reason, that now wherever a Protestant parent asks for the admission of his child into a Catholic school, one of two things takes place, either the teacher says, "If so, "your child must be taught the Catholic catechism," and the parent acquiesces or refuses; or the Catholic teacher says, "Do you mind "whether your child is taught religion with us or not?" In no case can it be forced upon him.

1444. But the question which I put is this—suppose the Privy Council were to say "Unless you will consent to receive Protestant "children, and allow them to be absent from religious instruction, "we will not afford you any aid"?—We could not accept that, we could not be forced to accept a class of children upon their own terms.

1445. (*Sir J. Coleridge.*) But Mr. Senior puts it, that supposing such a rule was laid down, what would be the effect of it?—The effect of it would be that we should not accept it.

1446. (*Mr. G. Smith.*) Suppose the rule of the Irish system was proposed?—We should not accept it; we would never accept the Irish system.

1447. That is the principle of the Irish system?—Excepting that in the working of it you find that in a vast number of schools it does not exist; I have been told by Irish people that there are a vast number of schools which by the connivance of all the authorities set aside that rule.

1448. But the principle is what has been stated?—Yes, and that principle would never be accepted here; the effect of the introduction of any such principle with us would be to withdraw every Catholic school from public aid, absolutely and finally.

The witness withdrew.

Adjourned.

Thursday, 15th December 1859.

PRESENT:

His Grace the DUKE OF NEWCASTLE.
The Rev. WILLIAM ROGERS, M.A.
GOLDWIN SMITH, Esq., M.A.
NASSAU WILLIAM SENIOR, Esq., M.A.
EDWARD MIALL, Esq.

HIS GRACE THE DUKE OF NEWCASTLE IN THE CHAIR.

JOHN DANIEL MORELL, Esq., examined.

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1449. (*Chairman.*) You are, I believe, an inspector of British and Denominational Schools, under the Committee of Privy Council?—Yes.

1450. How long have you occupied that position?—I was appointed in the spring of 1848; 11 years last April.

1451. What is your district?—My present district is simply Lancashire, Westmoreland, and Cumberland; but up to very recently I have also had Cheshire and North Wales; a division has taken place within the last three months, which, on account of the accession of work in my part of the country, has taken away the whole of North Wales and Cheshire, and given them over to another inspector.

1452. How many inspectors of the British and denominational schools are there?—Seven.

1453. Does your experience lead you to believe that there has been a great improvement in the character of the schools, consequent upon the system of inspection?—Yes; very decidedly.

1454. In what particular direction has that improvement been most manifested?—It has been manifested in the general development of the school system; first, in the organization, in consequence of working by pupil-teachers instead of by monitors; for of course the organization of the schools has been rendered much more complete than we could have had it by simple monitorial teaching. Then the subjects which are taught have been somewhat extended, although they vary extremely in different schools. The consequence of having better educated masters, and a large staff of pupil-teachers, has been to make a greater variety in the schools. In some localities, which are particularly suited for school development, the schools have become very much more complete and perfect; while others in other localities still remain very much as they were many years ago. The general effect, I think, has been to make a much greater variety in the development of the schools, than could possibly have existed under the old system.

1455. The system of inspection is confined, is it not, entirely to those schools which derive aid in one shape or another from the Committee of Privy Council?—Entirely; except that we are allowed to inspect schools, (which we call simple inspection,) on the invitation of the managers, if we choose to do so, and have time.

1456. Are those invitations often sent to you?—Very rarely; to me personally very rarely indeed.

1457. Do you think, that it would be desirable to extend the system of inspection to schools which do not derive aid?—There is only one class of schools of which I am aware, to which the present minutes are not open, and that is the secular schools. I am not aware of any other of the primary schools.

1458. Although the inspection is open to all, many do not avail themselves of it?—No.

1459. Do you think that it would be desirable by Act of Parliament, or by any other means, to carry the principle of inspection to the whole of the schools of the country?—The only class of schools to which it appeass to me that there is any great necessity of the present Minutes of Council being extended are the strictly secular schools. I think that they have a claim upon the Privy Council which has not been admitted yet in a legal form; but I think that, according to all the present rules by which the Committee of Council proceeds, in order for the position to be logical, they ought to be admitted. I have advocated that for many years.

1460. Is that class of schools numerous?—No; it is very small.

1461. (*Mr. Senior.*) Then it is rather a question of principle than of convenience?—It is a question of principle first, but it is also a question of importance to the few schools that there are.

1462. (*Rev. W. Rogers.*) What do you mean by a secular school?—I mean by a secular school a school which systematically excludes religious instruction. We have a large class, for instance, in Manchester, near where I reside, who hold this principle, that ample religious instruction is, or can be, provided for children in Sunday schools, or other ways, and that therefore it would be a better principle to unite all classes in a general system of education, to exclude religious teaching from the day schools altogether, and to throw it entirely upon a separate organization; *i.e.*, either to have it in the day school as a separate concern, with a separate arrangement for it, or to throw it altogether upon the Sunday school. Now, apart altogether from the question whether that is right or wrong, or whether it is politic or impolitic, it has always seemed to me to be a position which an ardent educationist had a right to take up and might advocate on very strong grounds, and that therefore, if there are schools existing upon that principle, they have the same right to the grants from the Committee of Privy Council as all other schools have.

1463. But all of what are called private schools are secular schools?—They are all secular schools. By "secular schools," however, I now mean public schools, which would otherwise be open to the Committee of Council, supposing they admitted a religious element; private schools are not admissible.

1464. (*Mr. Senior.*) At present the Committee of Council refuse to allow their inspectors to visit the secular schools, though the managers of the secular schools request inspection?—Yes. Perhaps one of the most useful schools which we have in the town of Manchester is of that class. It is a school in which the admission is free. There are in it about 300 children belonging to the poorest class, who are getting a very valuable education there; it costs the supporters of it a very large sum of money to keep not only the teachers but a staff of pupil-teachers, which they do at their own expense; and as all the other schools around them are transferring the extra expense from their own pockets to the Educational Fund, of course they would be very glad to do the same. The only thing which prevents them from doing it is, that as the school has been raised, properly speaking, as a secular school, it is bound by that principle.

1465. (*Rev. W. Rogers.*) Would it not be sufficient in the school for the master to register himself as a preacher to admit the inspector?—No; the principle is this: When the grants were first given, they were given to the two large educational societies—the British and Foreign School Society, and the National School Society. Those were

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the only two voluntary educational societies when the Committee of Council was formed, and grants were given to all schools connected with those two societies, or professing in any way to be carried on upon the principles of those two societies. Afterwards the Wesleyan Educational Committee was formed. They applied for assistance, and were formally admitted. Then the other denominational schools were admitted, although they were not connected with those two religious societies. Then the question arose as to what religious element should be necessary in order to admit a denominational school. Their Lordships first proposed that the managers should report that religious instruction was given, and that they were satisfied with it. Many of the schools objected to do this, on the ground that the Government had nothing to do with religious questions, and that they could not, therefore, report to the Government upon them. The Committee of Council then relaxed that rule; they said that "it should be sufficient "if they declared that there was religious instruction in the school;" but that was also objected to; so that the last thing which was settled was that the inspector should be able to report that the authorized version of the Scriptures was used in the school; that is the only religious element which is now necessary to admit a school to inspection.

1466. (*Mr. Senior.*) Excepting Jewish schools?—I was going to mention that case.

1467. And Roman Catholic schools?—And Roman Catholic schools; but there they use not the authorized version but another version. The schools of the Roman Catholics were admitted by a separate Minute. All other schools are bound to use the authorized version in the school; but as nothing is said as to how it is to be used, or how much is to be used, if one single verse was read every morning at the assembling of the children, that would bring the school within the requirement. It has always seemed to me that the position of the Council in excluding a secular school has been an illogical one, inasmuch as it is not religious instruction to read a single verse in the Bible, and yet that would admit the school. Neither can the Christian element determine it, inasmuch as a Jewish school is not a Christian school. I have always advocated for many years the admission of secular schools to a participation in the Privy Council grants.

1468. (*Mr. Miall.*) If the Privy Council were to do away with all regulations which touched religion at all, do you think that the schools would generally be conducted as they are now, upon the denominational system?—Yes, I think that they would.

1469. You think that it would make no serious difference in practice, except in the admission of secular schools to the advantages of the Privy Council system?—I do not see that it would make any difference; but, supposing that the Privy Council was to give up the whole religious element as a part of the inspection, it seems to me that that would involve a revision of the educational system of the Privy Council itself, inasmuch as a board of clerical inspectors would be hardly consistent with that arrangement.

1470. (*Rev. W. Rogers.*) In the schools which you inspect you have nothing to do with religion at all?—Nothing whatever.

1471. Therefore the Committee of Council do relax the rule in the case of dissenters, and it is only in the Church schools that they inquire into religious instruction?—It is only in the Church schools that the religious instruction is reported upon at all. The only thing that we have to do is to be able to say that the authorized version of the Scriptures is used in the school.

1472. (*Mr. Senior.*) What would be the inconvenience if that requisition was altogether omitted?—I do not see the slightest inconvenience. It has always appeared to me that it was simply kept up for the sake of preserving the fact that every school under Government inspection must have a religious element.

1473. If that fact were no longer preserved, what evil consequences would follow?—I do not see any evil which would follow at all, but considerable good. I think that there are many schools connected with mechanics' institutes which are really very useful schools in the large manufacturing towns which would come in under inspection and be considerably benefited.

1474. (*Rev. W. Rogers.*) Would not the whole of the Church be in arms about it?—I do not think that the Church would take the least notice of it. For instance, those connected with the Manchester scheme, Canon Richson's scheme, and others, quite coincided in the admission of a secular school upon the same principle as all the rest.

1475. (*Mr. Senior.*) It is possible that such a change might produce a great preponderance of good, but it is seldom that you can make any change without some inconvenience. Cannot you detect any inconvenience which would follow from the abolition of that requisition?—The only inconvenience which I can possibly imagine, is an outcry on the part of certain religious bodies of the country; there might be that.

1476. What religious bodies? Do you mean the dissenting bodies, or the Church of England?—I think that it would be chiefly with the clergy. I think that there might be a considerable outcry on the part of some of the clergy; not the whole.

1477. I do not mean that the inspectors should not be allowed to report upon the religious instruction, as they at present do, but that the religious instruction should be altogether omitted from the necessary requirements of the school?—Yes.

1478. (*Mr. G. Smith.*) But in meeting such an outcry, it might fairly be said that the present requirement is nominal, or capable of being made so?—Quite so. The present requirement is a purely nominal one, inasmuch as a school can be carried on as a secular school entirely, and yet the present requirement can be satisfied, because no one can say that reading on Monday a chapter in Jeremiah, on Tuesday from Ezekiel, and on Wednesday from one of the other Prophets, which not one of the children probably could understand, would be, in any sense whatever, religious instruction; and yet that would admit the school.

1479. (*Mr. Senior.*) Do you think that the requirement ever is practically evaded in that way?—I think it is in schools where they wish to have the grant, but which have not taken up the formal position of secular schools, and, consequently, have no principle to fight for. These will sometimes tacitly accept the grant. I had a case last week—a very zealous educationist, and a very zealous secularist, who has always had his school a secular school, requested me to speak on the subject with him; he said that he should be very glad if I would take the school under my care, for he found that it wanted looking after very badly, and that he had not time and opportunity to do it himself; I said, "You know the requisition,—yours is a secular "school, and you must admit the authorized version of the Scriptures." He said, "That is of no consequence to me at all. I have no objection "to it, excepting that I have generally gone on the secular principle, "and therefore have had the school so; but I have no objection at "all to passing the school upon that very slight test." Hence, I think

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that where the test is inconvenient, is in the case of those schools which feel committed to the secular principle, and those only; that is to say, those which are called secular schools, and the mechanics' institute schools. They must generally commit themselves to the secular principle in the mechanics' institute schools by their very constitution.

1480. (*Mr. G. Smith.*) The use of the Bible merely as a literary work would qualify a secular school to receive Government aid?—Yes.

1481. (*Chairman.*) I think you have hardly yet answered the question which I put some time ago, as to what extension of the system of inspection you would consider desirable. Would you advocate an extension of the inspection to those schools which do not derive any aid from Government, and which, therefore, have no equivalent for the inspection; that is to say, would you impose inspection upon all schools, even if it required an Act of Parliament to do so?—No, I should certainly not impose it.

1482. Will you state your objections to such a system?—My objection to imposing it would be, that the whole of the education of this country has been up to this time based upon a voluntary system. The assistance of the Committee of Council is simply a grant in aid, which is only given upon an expressed willingness to accept it, and to be inspected. It seems to me that to impose inspection upon the schools, would be altering the entire principle upon which the education of this country has hitherto been based and developed, and would completely alter the whole complexion of it from the very first. For myself, I think that the voluntary basis of schools is the best basis which we can now possibly have in this country, and therefore I should be unwilling to see anything interfere with it, which an imposition of inspection would immediately do.

1483. A broad distinction in your opinion exists between imposing inspection upon all schools and prescribing inspection as a condition of pecuniary benefit?—Yes.

1484. (*Mr. G. Smith.*) What do you say to attaching the liability of inspection to the calling of a schoolmaster, requiring every person opening a school to be certificated, and in virtue of that certificate to subject his school to inspection?—I do not think that it would work in connexion with the present system of education in the country. I think that it would involve a compulsory national system in the end. It seems to me to carry logically with it that necessity. If schools were obliged to submit to inspection, all those voluntary schools, of which there are a great number throughout the country, which object to it, must of course be shut up directly, as they could get no teachers.

1485. (*Chairman.*) You have stated that you consider the system of inspection to have been very beneficial to the schools in various ways which you have explained?—Yes.

1486. You have further stated that you do not consider that it would be right to enforce inspection?—No.

1487. Have you any suggestions to make by which schools could be encouraged to admit of inspection, short of the condition of a pecuniary grant?—The very observation which I have already made, goes a little way, namely, to open the grant to all schools which can be favourably reported upon, irrespectively of the religious question; that would admit to the popular fund a few secular schools at present, and eventually a good many in connexion with mechanics' institutes.

1488. (*Mr. G. Smith.*) Do you think that a small grant towards the

building might be given to schools on the sole condition of their submitting to inspection?—That requires consideration.

1489. (*Mr. Miall.*) I understood his Grace to ask a question to this effect, how far it would be possible to leave schools without any pecuniary aid from Government, and yet to extend to them the advantage of inspection?—I do not think that an inspector would do as much good, or would carry as much weight with him, were it not very well known in all the schools that certain stipends depended on his inspection and his report.

1490. (*Mr. Senior.*) We have been told that the inspection by the diocesan inspectors does much good, and yet they can give nothing?—Yes.

1491. (*Rev. W. Rogers.*) Do you not imagine that if the inspector had the power of suspending a schoolmaster's certificate, even independently of any grant, it would have a great effect upon him?—Unless he received an augmentation in consequence of the certificate, the suspension would be of no consequence to him at all.

1492. (*Chairman.*) Is there not a much greater virtue in inspection than that which you seem prepared to admit; is not the force of public opinion which is brought to bear upon the school through the instrumentality of the report of the inspector very efficacious?—Certainly.

1493. Would it not therefore benefit a great number of schools that the inspector should be admitted to them, even though he had no power of withdrawing a grant or of enforcing any penalty?—Yes, I have not the least doubt that the mere inspection, particularly if the reports on the schools are published, has a very great effect upon the schools. I do not think that it would have the same amount of effect upon the schools as when it carries with it a certain amount of stipend.

1494. Am I still to understand from you that you can suggest no mode by which the benefits of inspection can be extended to those schools which have not derived any aid from the public funds?—The only mode which I can at all suggest, is by developing the element which we already have, of simple inspection. The reason why we cannot do more in simple inspection is because our time is fully occupied with the necessary inspection of schools which have annual grants.

1495. But is there not a much greater obstacle than your inability from want of time? The class of schools which most require inspection, are, of course, the inferior schools?—Yes.

1496. And is it not the fact that those inferior schools will not avail themselves of that voluntary inspection which if you had time enough you would be ready to give?—Certainly. I cannot suggest any way of getting those schools under inspection which object to it except by giving up the permissive character of the whole system, which I, for one, should not wish to see given up, even for the sake of bringing them in, because I think that the evils would be greater than the benefits.

1497. (*Mr. Senior.*) Do you think it advisable if possible to raise the character of schoolmasters, and to make their calling a profession?—I think that they have been rising, as rapidly as any class of men could be practically raised, for the last 10 or 12 years.

1498. Do you think it desirable that they should be raised still higher?—If they can raise *themselves;* but I think that they have got up to a position which is as high in the scale of education and general position in society as it is likely that the class of men occupying the position of teaching in those schools can at present very well maintain.

1499. (*Chairman.*) Does not even their present elevation sometimes

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both injure themselves and the community to some extent, by making them feel discontented at not receiving from society a recognition of the claims to social status which their education induces them to advance?—I think that individuals feel so, but I suppose that that is incidental to all positions in society, not more to schoolmasters than probably to others. The status of the schoolmaster has risen so very rapidly in the last 10 years, that my impression is, that a very large proportion of schoolmasters (I am sure I can say so in my own district) are perfectly content with that position, and think that it is one in which they are fairly and honourably remunerated for their work. I think that the average stipend of a teacher in Lancashire, with the Government augmentation and the pupil-teachers' grant, cannot be less than 120*l.* or 130*l.* a year, which is quite as much as their expectations have ordinarily led them to look forward to.

1500. But it has been stated that the community at large does not sufficiently recognize them as an educated class, and that some of them have expressed discontent at this?—Occasionally I have heard of a case of that kind, but I do not think that it is general with schoolmasters. Men will always occupy in the long run the position in society for which they *really* fit themselves.

1501. (*Mr. Senior.*) Is there any profession except that of a schoolmaster which a man can adopt without some preliminary examination?—I am not aware but the schoolmaster, as recognized by the Government, must pass an examination. The practical question would be whether men are to be allowed to engage in the important duties of teaching without any kind of test of being qualified to do so from anybody whatever.

1502. (*Mr. G. Smith.*) Have you ever considered whether the authority to test schoolmasters, coupled with the power to inspect the schools of masters so tested, might be reposed in the universities?—That plan never suggested itself to my mind before.

1503. Have you thought of any local centres of inspection or boards for testing schoolmasters other than a central Government board?—No, I have not thought of any other. I think myself that it is best done by a central Government board. I think that the best system is when the whole of the school affairs are managed by local committees, but when there is a central inspecting power and testing power in the Government.

1504. In saying that, have you regard to the extent of the work to be undertaken, and to the fact that at present a limited portion only of the country is inspected and tested by the central board; in other words, do you think that a central board would be capable of undertaking inspection and the testing of schoolmasters for the whole country?—I think so, so far as testing is concerned. We do not now find the slightest difficulty in testing any number of schoolmasters who choose to come up. This week, for instance, there is an examination going on in every training school in the kingdom, both in Scotland and England, in which any number of masters can come up and pass an examination. The papers are printed for them, and the answers of any master will be revised, and his place upon the list will be made out if he comes. We should not have the least difficulty in testing three times the number that we are testing at this moment; the only difficulty is in getting them to come up for the test.

1505. How would it be, as to inspection?—We could not very well inspect more schools than we do.

1506. (*Mr. Senior.*) That is to say, with your present staff?—Yes;

but the staff has always been increased in proportion to the necessity for it.

1507. (*Mr. G. Smith.*) Do you think that one central board is sufficient as a centre of inspection for the whole nation?—I think so. I think that we could carry on an examination of ten times the present number of schoolmasters without any difficulty, because exactly the same machinery which we now have to use for 1,000 would do for 5,000. The only difference would be that we should have to get a few more rooms and a few more inspectors, in order to see that the papers were fairly worked, and then revise them. That would be the only difference in the difficulty or the labour.

1508. (*Mr. Miall.*) That relates to the examination of schoolmasters?—Yes.

1509. But take the question of the inspection of schools?—I thought that the present question arose as to the possibility of local boards testing the qualifications of schoolmasters.

1510. (*Mr. G. Smith.*) That is one question, but another is as to the capacity of the central board for inspecting all the schools in the kingdom?—As far as the inspection of the schools goes, I think that local boards in different parts of the country would work a great deal better than a general one. I think that, as regards testing qualifications, which qualifications are fixed by means of a place on a class list, and a Government certificate, a central board could do that better than local boards, because it would be impossible to get local boards all over the country to keep one common standard, whereas we have one common standard now, and if there were ten times as many masters to test, we could do it with very little difficulty. As far as inspection goes, I think that if it became very much larger than it is at present, it could hardly be carried on by one central board, and that it would be much better carried on by local boards.

1511. Have you formed any idea of the composition of those local boards?—The only idea which I have ever thought of is what was suggested some years ago when the two Manchester plans were brought out, both of which suggested dividing the country into educational districts, and having a local board in each district, which should be appointed partly by the ratepayers of the district, and united I think with some central authority.

1512. (*Mr. Senior.*) That was connected with a system of rating?—Yes.

1513. Those local boards were not intended to report as to the right of schools to receive Government money?—Not at all, excepting so far as those bills provided that the present mode of giving money to schools should altogether cease the moment a bill was passed which made a rating compulsory.

1514. (*Chairman.*) If you substituted a local board for a central board for the purposes of inspection, how would you provide for the wants of the three great classes of the Church of England, the Protestant dissenting community, and the Roman Catholics?—I think that that would present a great difficulty unless we could unite the whole under one category. It seems to me that it could only be done in one way, and that it could be quite easily done in one way. Whether that would be acceptable to all the parties concerned is another question, but that it could be easily done in one way is quite clear, namely, by the Government relinquishing all inspection of the religious element, and saying to each school, "You carry on your school on your own plans, " and follow your own religious teaching, we will inspect simply the " secular status of the school, and leave the religious element entirely

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"to your own control;" in other words by the Government doing for all schools exactly what they are doing for the schools which the lay inspectors inspect.

1515. Still you do not come to the point of the constitution of that local board. How would you propose that the local board should be constituted; it would of course embrace a certain district of country, would you have that local board appointed by the Government, or would you have it elected by a certain class in the district to which it was to belong, or in what form would you constitute it?—I think that the local board should be elected jointly by the Government and the local authorities.

1516. What local authorities?—It would depend upon whether a rate was made.

1517. Put the rate out of the question?—I should think that it might be done by the county authorities, the county magistracy, or the town councils in the large towns. It is a subject which I have not at all thought out.

1518. Do you think that any such constitution for such a purpose as education would be generally acceptable?—I think so; it is impossible to speak on the spur of the moment upon a question of that kind.

1519. If anything occurs to you at the close of your examination, if you will be kind enough to put it on paper, we shall be very glad for you to add anything upon this point?—I will.

1520. Of course as far as the Church of England is concerned, a very ready mode exists for the purpose of inspecting Church schools in a diocesan board of inspection, the head of which would be the bishop?—Yes.

1521. When you suggest that a local board for the purposes of inspection would have greater advantages than a Government board, the question is, how you would constitute that local board so as to meet the requirements of the Church of England, the Protestant dissenting communities, and the Roman Catholics?—The only way in which I can conceive of that board being constituted, is simply by leaving the religious question altogether in abeyance, and having it done on the principle of the purely social, or municipal, or county authorities.

1522. Still you do not get to the root of the difficulty of finding some appointing body, whether it be an elective body or not, which shall be free from the suspicions as well as the objects of the three distinctive religious bodies?—There is a difficulty in that respect.

1523. (*Mr. G. Smith.*) Suppose you had a diocesan inspection for the Church, an inspection under the British and Foreign school system for the dissenting community, and an inspection through the Roman Catholic poor school committee for the Roman Catholic schools, do you see any obvious objection to that plan?—I think that one great value hitherto in inspection has been that, whatever the denominations have been, we have united all the education of the country together in one central office, and that we have worked all upon the same principle; so that the inspectors have all united in carrying on the same method of inspection, and that the same examinations have been given by all the examiners.

1524. Still, I understand you to allow that the capacity of a central board has its limits?—I think so.

1525. And, therefore, we must come to a division of some kind. In a local division it appears that there are religious difficulties?—Yes.

1526. (*Mr. Miall.*) Would that divisional inspection be embarrassed by religious difficulties if the inspectors reported simply upon the results, and not upon the means?—I do not think that it would.

1527. Supposing, for example, that reading, writing, and arithmetic were taken as the tests for affording pecuniary aid by the Government, would it not be possible to arrange a perfectly impartial inspection, radiating from local centres, to ascertain what schools had produced scholars able to pass an examination in those three branches, and therefore giving to the schools a title to pecuniary aid, without involving the necessity of introducing the religious question at all?—It would be quite easy to carry on the inspection in that way. The difficulty would be, the unwillingness of parties throughout the country to accept that principle.

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1528. Do you think that there would be a great unwillingness on the part of any schools, supposing the whole of the present system of pecuniary aid afforded by the Privy Council were to be dropped, and, instead of that, the Government were to give so much per annum to every scholar who had passed an examination in any of the public schools in reading, writing, and arithmetic?—I do not think that it would work so well. I think that our principle of giving grants for specific purposes has worked extremely well. The capitation grant has been the only one in which the application of the money has been made indefinite, and that is the very one which has worked the worst, on account of the indefiniteness of the application. All the rest we give for a specific purpose. We give so much to a master for his certificate, if we can report that he has taught well. We give so much for each pupil-teacher; we give so much for books and maps; and we give so much for building; and it has always seemed to me that the definition of the exact objects to which the money was to be paid has been one of the best parts of our whole system; and wherever that definition has been relaxed it has worked badly.

1529. It may have worked very well, according to your judgment, as far as its capacity has gone, but would that system work well if it were extended to the whole country?—I think so.

1530. You think that the machinery would not be too complex for working the system, supposing that all the public schools were taken in?—I think that we should find a difficulty perhaps in working the whole from a central office; but it could easily be worked from local offices on the same principle.

1531. (*Mr. Senior.*) But local offices would be locally distributing funds provided centrally?—Yes.

1532. (*Mr. Miall.*) What would be the guarantee that the funds were not extravagantly employed?—The only guarantee which you would have, and the only real guarantee which you have now, is in the inspection of the school.

1533. You have now one responsible body; responsible to Parliament for the expenditure of the money?—Yes.

1534. But would you have the same responsibility if the grant which was voted by the House of Commons were distributed by a number of local boards?—Certainly not, unless the whole of it passed through a central office. I never anticipated the idea of each local board being responsible, but to take off the detail of the work from the central office. I fancy that the detail could be distributed whilst the central authority was continued entire.

1535. (*Mr. G. Smith.*) Can you say whether the effect of the present system of Government aid has been to soften away or rather to fix the religious differences in matters of education?—It has done both; as far as the influence has gone, it has softened away those differences, inasmuch as the whole are working together; all the teachers of all denominations are brought together; they unite in associations toge-

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ther, and they feel that they belong to one great body. In that way the practical effect undoubtedly has been to soften religious difficulties very much. But the unfortunate principle of being obliged to define exactly the sort of school by introducing management clauses and other things into the trust deed has produced a greater legal difference between the various schools than before; therefore I should say that, legally, the difference is stronger than it was, but practically there has been a very great softening of the difference. That applies to teachers all through the country. All classes are united together, and feel that they belong to one body. The consequence is that there is a sort of fraternal feeling which has sprung up amongst the teachers who have passed through the Privy Council examination, and are working their schools upon one system. They fraternize quite readily as far as my experience goes.

1536. Do you think that that arises from their being common recipients of the Privy Council aid?—I think so; I think that that has been the basis of the intercourse entirely.

1537. It is not, strictly speaking, a part of the system?—Not at all; but I think that that has been an effect of it.

1538. (*Mr. Miall.*) Do you think that the Privy Council system has extended the advantages of primary education largely to those classes, who before the establishment of that Committee did not receive them, I mean the very poor?—I do not think that the present system completely covers that ground in the lowest strata of society at all; the tendency has been to give a very much better education to the children of well-to-do mechanics and skilled labourers of all kinds, and also unskilled labourers who are in pretty good circumstances. I do not think that the effect has been so marked upon the classes below those.

1539. The classes who now derive advantages from the Government system get an education for their children at a considerably cheaper rate than they would have done under other circumstances?—Yes, they would hardly have got them educated at all in the proper sense of the word.

1540. There would not have been schools for them?—There would not have been good schools for them; their resource would have been the lowest and worst sort of adventure schools, in which the education would have been very bad.

1541. Seeing that suitable schools now exist, do you think that it would be possible to make them self-sustaining?—A great number of them are so.

1542. Those which are inspected by the Government are not self-sustaining?—A great many of them are virtually self-sustaining, with the exception of the Government grants.

1543. But I mean self-sustaining entirely without Government grants?—I do not think that that could be done, and for this reason: a school in order to be carried on with the amount of vigour which these schools possess, requires a good teacher and a staff of pupil-teachers at the rate of about 1 to 35 or 40 children; that is to say, in a school of 200 children they would require a master and five pupil-teachers; those would all have to be paid out of the fees of the school.

1544. Fees and voluntary subscriptions?—Yes.

1545. What is the usual fee charged for the education of scholars in the schools under your inspection?—It varies from 2*d.* to 6*d.* a week; 2*d.* is almost the minimum now, not absolutely, occasionally it is 1*d.*

1546. (*Mr. Senior.*) In public schools?—Yes, in the inspected schools. It is very rarely that a penny school exists; I am speaking,

of course, of those districts of the country in which I have been where wages are high. The effect of charging a penny in most of the schools in Lancashire would be to empty the school instead of filling it. The result would be that a few children of the lowest classes of all would go in, and then the mechanics, who considered themselves to be a little above those classes, would not let their children go and learn with them.

1547. (*Mr. Miall.*) What would be the effect of raising the fee?—The effect of raising the fee is gradually to raise the class of children, *i.e.*, to come up the scale of society in proportion as the fee is raised.

1548. (*Mr. Senior.*) And to exclude those below?—And to exclude the lowest, certainly. We have ample experience of that in the case of a few very good schools which have gradually gone on year after year raising the fee till they have got up to 6*d.* and 8*d.* with nothing below 4*d.*; we find that in proportion as that is the case the school becomes better in every way, but the children who enter it are rather above the scale of those who entered it at first, and the lowest and poorest fall out at the bottom.

1549. Gradually, I suppose, the middle class children enter it?—Yes.

1550. (*Chairman.*) What do you consider the highest amount of fee which can be charged at a school without its operating as an exclusion of the poorest classes?—I think that our present rate is founded upon great experience, namely, that it should not exceed 6*d.*

1551. Can a school charge as high a fee as 6*d.* without excluding the poorest class?—Certainly not, but we always have a gradual scale of fees; we begin, say, at 2*d.* or 3*d.*, and go on to the highest class up to 6*d.*

1552. (*Mr. Miall.*) If you charge 6*d.*, do you not exclude yourselves from the benefit of the capitation grant?—4*d.* is the maximum for the capitation grant.

1553. Do you find that that regulation at all prevents schools from adopting a higher fee?—No; the usual working of it is that if a school has charged 6*d.* it still continues to charge 6*d.*, and simply leaves the names of those children who pay more than 4*d.* out of the capitation list.

1554. (*Chairman.*) What advantage do the children in a school who pay 6*d.* obtain in comparison with those who pay 3*d.* or 4*d.*?—There is no advantage to the child. We make that a stipulation, that every child who enters the school, whatever it pays, shall have the whole advantage of the school; but it is generally done by classes. When the children are able to get up into a certain class they must pay the additional fee. It is done sometimes in that way, and sometimes it is fixed according to the plan of the present Dean of Hereford, by the status of the parents, supposing that their means are known.

1555. (*Mr. Miall.*) Do the parents of those children who attend private adventure schools pay at a higher rate than those who attend public schools?—Some pay much higher, and some probably lower.

1556. On the average, would you say that children who attend private adventure schools pay more for their education, bad as it is, than those who attend public schools?—I have not the means of knowing what the fees of private adventure schools are; but my impression is that in the majority of private adventure schools the fees vary from 3*d.* to 6*d.*

1557. (*Mr. Senior.*) In private adventure schools there are much fewer scholars?—Much fewer, and they are generally held in houses by persons who do it for the sake of getting a living,—women and

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men who cannot work, and who keep a little school, in order to provide for themselves.

1558. They must have a higher price?—They must have a higher price, to make a *decent* living.

1559. (*Mr. Miall.*) Do you think that the class of mechanics and small tradespeople who seem to reap the largest benefit from the schools assisted by Government can afford to pay in fees more for the education of their children than they do?—I do not think that they can often afford to pay more.

1560. You think that from 3*d.* to 6*d.* a week is as much as they can afford to pay?—I think so. That depends very much upon their position. As a matter of experience, we find that the school flourishes better the fees of which do not go below 3*d.* or 2*d.* at the lowest, and do not reach above 6*d.*; and therefore we calculate from this, that that is the kind of fee which suits the idea, and the want, and the pocket of the parties.

1561. (*Mr. Senior.*) But that is in a very rich district?—Yes, labour is well paid.

1562. And where wages are high?—Yes. I have no doubt that in agricultural districts the experience would be very different, but in my district that is the case.

1563. (*Mr. G. Smith.*) A private school can be maintained with a threepenny fee?—I have no doubt that there are many poor women who pick up a miserable livelihood by teaching 20 or 30 children at a fee of 3*d.*, but you can hardly call that maintaining a school, it cannot be maintained in the sense of giving an education.

1564. (*Mr. Miall.*) There is no variation between the fees paid by the parents at a time when wages are low and when they are much higher?—No.

1565. What a parent can afford to pay for his children now is no criterion of what he can afford to pay 20 years hence?—No.

1566. But the system does not alter in order to suit itself to circumstances?—No, we do not alter the fee except very slightly. In all our schools some regard is had to the means of the parents; if, for instance, a parent has two or three children, and it is known that he is not very well off, in almost any school that we have under inspection, if he brought them to the master and stated that fact, he would take them for a lower fee.

1567. (*Mr. Senior.*) Or a benevolent person would pay for them?—Yes. In a great many schools the children are taken for less when the parents are known to be necessitous.

1568. (*Mr. G. Smith.*) Were you practically acquainted with the working of the British and Foreign school system before it received Government aid?—Yes, partly, not intimately; I had frequently been into those schools; my attention had not been directed so closely to them as it has been since they received Government aid, and since I became an inspector.

1569. You think that receiving Government aid and inspection with it has produced a marked improvement in those schools?—I am sure of it.

1570. What was their condition before they received Government aid?—The principal difference lay, first of all, in the teacher being a much less educated man than he has become under the present system. The teachers were generally persons of very slender education who went into the normal school for about six months to be what was called "taught the system." This did a great deal of good at that time; the parties having learned a certain school method went and taught; some

taught pretty well and some very badly, just as it happened. Under the present system, as nearly all who go to the training school have been pupil-teachers for five years, they go with a good education to begin with; they then get a very excellent training as teachers in the normal school, and hence the quality of the teachers is very much better than it was under the old system. The next point is, that under the old system they always had to work with monitors so that the greater part of the teaching in the school was juvenile teaching, by big boys out of the classes. That is done away with altogether under the present system, inasmuch as we have pupil-teachers apprenticed who act as assistant masters, and who of course when they get to their third, fourth, and fifth year of apprenticeship, become very expert and valuable teachers, and hence raise the general tone of the school very much higher than it was before. These two things, namely, the higher education of the master, and putting into his hands proper agencies with which to work his school, have brought the schools into an entirely different state from that in which they would have been under the old plan of a half-educated master and the monitorial system.

1571. And you think that you can trace the improvement distinctly to the intervention of the Government; you think that it would not have been produced by voluntary effort, taking into account the increased stimulus to education, the increased demand for educated labour, and the increased facilities for reading?—It is impossible to say what would have been the ultimate result of all this, but those schools could not have been brought into their present state by this time.

1572. Was education rising or falling when the Government stepped in, as far as the sphere of your experience is concerned?—I should think that it was advancing very slowly; that is my impression of it, but we have given a stimulus to it, and instead of advancing slowly, have made it advance very rapidly. That appears to me to be about the correct statement.

1573. With regard to the classes who received the benefit of the British and Foreign Schools before, and those who have received it since, the introduction of Government aid, do you think that there has been any change in that respect? Do you think that a lower class was provided for before, and that a somewhat higher class receives the benefit now?—I think that the tendency has been for rather a higher class to come into the schools since then—not that the lower class has been excluded, but as the school has been conducted so very much better in every respect, the tendency has been for the fee to be raised from one penny, which was a very common thing originally, up to threepence or fourpence. The effect of that has been that a great many more of the better skilled labourers, and what you might almost call the lowest stratification of the middle classes, have wished to press into these schools, and in that proportion have of course somewhat excluded the poorest.

1574. (*Mr. Miall.*) Then the general effect of the Government system hitherto has been this: it has not touched, or at least it has very remotely touched, that class of the people who were regarded as the ignorant and dangerous and destitute class; it has somewhat driven from the schools which before existed the poorest of the scholars, but it has given a much better education to the classes which you have mentioned, namely, those who are above the poorest?—I should perhaps not like to hazard the opinion that it has driven them from the school, inasmuch as we have taken great pains not to drive away any when we have known it.

1575. It has not been done intentionally, but I mean that that has been

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the effect of it?—I think that the effect has been to bring the large mass of the children of skilled mechanics and better-to-do work-people under a very good education. I do not think that less of the poorest are taught now than were taught then; but I do not think that our system has had the same effect upon the poorest classes as it has had upon those immediately above.

1576. (*Mr. Senior.*) The number of the poorest class who receive education not being diminished, has the education which they receive been improved or deteriorated?—All the education has been improved together; there cannot be any doubt of that.

1577. About the same number of children from the lowest classes have a much better education?—Yes, I should say so.

1578. But a much larger proportion of children of the higher ranks of the working classes receive an improved education?—Yes.

1579. (*Mr. Miall.*) I understood you to say that the influence of the system had been rather to raise the fees in the great bulk of the schools, and that the raising of the fees had caused a good many to rush in from the upper stratum, and to fall out from the lower?—Yes. It is very difficult to estimate the exact effect of these things, inasmuch as the increase of schools has been so very great. A great number of the schools, perhaps half the schools which we are now inspecting, did not exist at all before the present Government Minutes, and, in judging of the effect of the Minutes, we are apt to confound the whole class of schools now existing with those which we had before those Minutes came into existence. Certainly, if you take the whole of the children who were taught in those primary schools before the Government Minutes existed and the whole now, I have no doubt that a very much larger per-centage of the children in the former were of a lower class than now; but I do not think that the aggregate number of such children would be greater then than at present. On the contrary, I think that the aggregate number would be greater now, although, from the improvement of schools, and the large number of new ones, a much larger number of children of the class above them have come into the schools. In all large towns there are certain schools which take the position of the better class of schools, and others which take the position of the lower class; and hence in all towns there are generally cheap public schools as well as rather more expensive ones to which children can have recourse if they choose. My simple impression is, that if you measure the effect of the teaching under the impulse of the Government Minutes, you will find that that effect has been greater in the aggregate upon the better class of the poor than it has been upon the lowest class of the poor.

1580. Do you think that the better class of the poor now pay as much, upon the average, for the schooling which they receive under the Government system as they can afford?—I think so.

1581. What is the average amount of wages in your district?—I am not speaking from any very accurate knowledge; I have simply an impression that the average wages of the manufacturing class would be about 25*s.* a week.

1582. Do you think that from twopence to sixpence a week from the head of a family receiving 25*s.* a week from the labour of the father would be as much as could be afforded for the education of the child?—I think it is as much as the average of labourers would give, by which, of course, we must measure it.

1583. Do you think that the result arises from their having been accustomed to give that amount, or simply from their being unable to afford more?—It is difficult to say what is meant by "affording more."

I think that from fourpence to sixpence a week about measures the amount of interest which they at present are willing to take in the education of their children. I can hardly say more than that.

1584. Do you think that the system of giving a grant in aid of the fees and the voluntary subscriptions increases the disposition of parents to give more for their children's education?—I do not think that the parents are much accessible to any motive but the goodness of the school; I think that the excellence of the school determines more than anything else what they are willing to give.

1585. Do you think that if the school were sufficiently good to commend itself to their judgment, they would be able to do somewhat more than they do, that they would then be disposed to give the highest fee, which is customary at the present time?—The effect would be that in proportion as you raised the fee, the class of children whom you got in would belong to rather a higher grade in society, because as the fee measures the amount of interest which the parent has in the education of his child, if you charge a fee which exceeds the amount of interest which he has in the education of the child, he will not send him. We find, as a matter of experience, that in our districts that interest is measured by from threepence to sixpence a week. If you go below threepence a week, the tendency is for the better class of work-people to withdraw their children from the school, because they do not think that the school is good enough, and they think that a number of dirty children with whom they do not like their children to associate go into it. If you charge above sixpence a week they withdraw the children from the school too, because it is more than they think that they ought to pay for them, and then they probably send them to adventure schools, where they can get taught a penny or too cheaper; and they would rather do that, though the instruction is inferior. It seems to me that raising the fee must just depend upon the social state of the population; if the social state of the population is such that they take a deep interest in the education of their children, the fee can be raised, because they will make a great effort to pay it, but I do not think that that is the case at present.

1586. (*Mr. Senior.*) Your district, I suppose, is peculiarly favourable to high fees?—Peculiarly, I think.

1587. Therefore, if the fee cannot be raised with you, still less can it be anywhere else?—Just so; except that I do not find that the difference is very great in North Wales. The same amount of fees runs very much through North Wales. I think that that arises very much from the fact of all the small farmers taking advantage of our schools all through North Wales, who, of course, can afford to pay as much as the Lancashire labourer.

1588. (*Mr. G. Smith.*) Supposing that the Government introduced a general system of paying for the education of the people, do you think that the people, if able, would ever be willing to pay for themselves?—I apprehend that the people will pay more in proportion as they are impressed with the value of the education.

1589. How will such a system of assistance be accommodated to the real need of those to whom the assistance is given?—The only way, I imagine, would be by testing it. Practically, we can test, by the imposition of a certain fee, how much money a certain district is willing to give for the education of the children. We find that if it goes below a certain fee, the school does not prosper, and that if it goes above a certain fee, it does not prosper; but within certain limits we find what is best suited to the circumstances of the district. I do not

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now any other way of testing the ability or willingness of the parents than that.

1590. Supposing that by that or any other test you find that the people are able to pay for the education of their children, can you withdraw the Government aid?—The way to withdraw the Government aid is, simply to limit the Government aid to schools where the fee is not over a certain amount. For instance, if the Government were to say to some of my best schools who are now charging the highest fee, "We shall not give you any more Government grants if you charge "more than 2*d.* per week per child," it would come before the school committee in this shape: "Shall we give up the Government aid, or "shall we go on charging our fee?" They would probably find that it was more to their advantage and the advantage of the schools and of the teachers to give up the Government aid altogether, and to charge the higher fee, than to bring their fee down to that price.

1591. That supposes the decision to rest with the managers of the schools?—Yes.

1592. But supposing the decision to rest with the parents, do you think that the parents would be willing to raise the fee and to dispense with Government aid, if the Government would only continue the aid upon their keeping the fee low. Can the pauperizing effect of a system of Government assistance be in any way obviated?—I do not think that it has had a pauperizing effect hitherto. I believe that a much larger amount has been paid in fees, and considerably more also in voluntary contributions, since the Government assistance has been given than was ever paid before.

1593. However there are cases, or may be cases, where the people are able to pay for the schooling of their own children?—Yes.

1594. The more prosperous artizans and labourers of whom you have been speaking, must be able in many instances to pay for the schooling of their own children?—Yes.

1595. In that case they now get aid which they do not require, and so the effect must be pauperizing; can that effect be obviated? Under the present system some persons obtain Government aid for the education of their children, who could educate their children without it?—There is a slight degree of ambiguity there, because those persons who can pay even three times as much as they do in fees in order to educate their children without Government aid, could not find a school in which they could be educated as they are educated in our schools, even if they did pay three times as much; that is where the difficulty is. Take a town, for instance, like Manchester; there is a person who is in the receipt of 150*l.* a year, a skilled mechanic, he could pay very well if he chose 2*s.* 6*d.* a week for the education of his child. He sends him to one of the Government schools, and pays 6*d.* a week; why should he not be paying 2*s.* 6*d.*? If you asked him personally, the reason would be, "I should have no objection to give 2*s.* 6*d.* for edu- "cating my child if I could get him educated as well as I am getting "him educated for 6*d.*, but if I did pay 2*s.* 6*d.* under the present state "of school instruction here, I should not get it probably as well done "as if I paid 6*d.* in one of your inspected schools."

1596. But if a number of mechanics paid 2*s.* 6*d.* a week, could not they get a better school?—Hardly. I do not see how you can get a better school at present, or so good a one for the mass of the people, inasmuch as there are so many appliances brought to bear upon our schools. We get a more highly educated class of teachers generally, and get a class of pupil-teachers, and then there is the stimulus of inspection, which altogether brings a series of influences to bear upon our schools,

which a private school, even though charging three times the amount can hardly cope with.

1597. That is to say, as private schools are now?—Yes.

1598. But supposing Government aid were withdrawn, and those mechanics could afford to pay 2*s.* 6*d.* for their children, those schools would be set up?—Yes, and they would get their children educated, but it would be a long time before they could get them as well educated as in our schools.

1599. (*Mr. Senior.*) Could they easily establish as good a school?—They could here and there, but the difficulty would be this: in a large place where advantages exist connected with the mechanics' institute, they might get all these appliances to bear upon such a school, and get as good an education as we can give them, but that would not be extended to all the little towns and villages and suburbs to which our schools are extending now.

1600. (*Mr. Miall.*) Does the system under the Privy Council extend to the small places the same excellent education as you are speaking of in relation to these mechanics' institutes in large places?—Yes; many of our best schools are in the little country places. I may say generally, that the schools in the little manufacturing villages 10 or 12 or 15 miles out are quite as good, and in many cases better, than those in the towns. I think that that is one special advantage of our system, that we can carry all the appliances out into the smallest places at once. I am not speaking now of small country villages in the south of England, where a difficulty, I know, presses, but in manufacturing villages where the population is large enough, we do it at once without the least difficulty, particularly where there are mills, because the half-timers at once supply the material for the school.

1601. (*Mr. G. Smith.*) Have you had much experience of the half time system?—Yes, a good deal.

1602. Is your opinion of it favourable?—Yes, of the factory half-time system, not the print works.

1603. (*Mr. Senior.*) Do you think that all schools which give half-time certificates ought to be open to inspection?—I think so.

1604. You think that no school ought to be allowed to give a half-time certificate unless it is declared by an inspector to be competent so to do?—I think that if in connexion with the Factory Act there was some guarantee for the education of the child besides his going to school, it would be highly desirable; the Factory Act provides that the child shall go to a school for three hours a day, but it does not define what going to school means.

1605. It does not define what the school is?—No. The consequence is that they often send the children to a room fitted up by the managers, and make a show of teaching them, but really teach them nothing. If the Factory Act defined what a school is, or what is to be taught in it, it certainly would be a very great advantage.

1606. What machinery would you employ for ascertaining that the school corresponded with the definition?—I think that it must be inspected and reported upon.

1607. By whom? By the factory inspectors, or by the school inspectors?—I should think by the school inspectors. For myself, I should have no objection to take that work in connexion with my other work, and I do not think the other inspectors in Lancashire would have any. The only thing would be that another inspector or two would have to be appointed.

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1608. The same remark would apply to the print-works, of course?—The system there is a bad one, as far as the education of the children goes. It should be abolished, and put upon the system of the factories.

1609. Have you read Mr. Tremenhere's mining reports?—No.

1610. He strongly recommends the extension to the mining districts of the print-work clauses. He says that he does not think that the factory clauses would be applicable, but he thinks that the print-work clauses would. Do you think that the education under the Print-work Act is really worth having?—I think that it is better than nothing, but it is not, in my opinion, so good as the education under the Factory Act.

1611. And the factory education might be much better if the factory schools were inspected?—Yes, much better.

1612. Do you think that it would be possible to add to the Factory Act some test of acquirement by a child before he was admitted to work?—Yes; it is a thing which I have very often thought of, and very often recommended, and some of the millowners in Lancashire, on my recommendation, have put up a notice over their own door, "No child will be admitted who cannot read and write," and they keep a book in their office in which they oblige each child to read when he comes for work. I think that that could be easily extended, so as to make what is here and there acted upon as a sort of convenience a general necessity.

1613. (*Mr. Miall.*) Extended by law?—Yes. I should have no objection to see a test extended by law wherever there is legislation at all. I think that it would work better, for instance, to apply a test to factory labour, before a certain age, than to say that a child shall go to school. If in the Factory Act, instead of providing that a child should go for three hours to school, they had simply provided that a child should be tested, whether his education was of a character to allow him to work before a certain age, it would have better answered all the purpose, because the child would have been obliged to have been prepared for the test.

1614. (*Mr. Senior.*) Might you not unite the two?—Yes.

1615. I suspect that the great object of the school clauses in the Factory Act was not to teach the child, but to prevent his being in the mill?—I do not know what the intention was.

1616. His being required to be in the school was supposed to be the only means by which you could prevent his being in the mill?—I always understood that the object of it was, that as it could not be supposed that a child could be properly educated before he was 13 years of age, no child should give his whole labour to the mill before he was turned 13, in order that he might have an opportunity of learning the elements of reading, writing, and arithmetic, and so on.

1617. I believe that that was only subsidiary; I believe that the real object was to prevent the child being worked for twelve hours?—The Half-Time Factory Act has done a very great deal of good in the cotton districts, the mill districts; the universal complaint there, as far as education goes, is of the Print-works Act.

1618. Are there not many trades in which a moving power like that used by the cotton factories is employed, which might be subjected to the factory regulations; lace-making for instance?—I think that any means by which the principle of half-time labour and half-time schooling could be brought lower down into society, so as to occupy a larger space in the industry of the country, would be a good.

1619. Is it found that there is a difficulty in getting children for the regulated trades in consequence of their being able to go into the unregulated ones?—No, I do not think so. *J. D. Morell, Esq.* 15 Dec. 1859.

1620. I have heard complaints that children are sent to lace works and places of that kind in order to avoid the regulations, and that thereby the supply of children for the regulated trades is very inconveniently diminished?—I have never heard that complained of in Manchester, where it would be likely to be complained of if that was the case.

1621. You do not know Nottinghamshire?—No, I know very little of Nottinghamshire.

The following paper was delivered in by Mr. Senior:

PLAN OF PUPIL-TEACHERS.

SIR, Poplar New Town, E., May 21, 1859.

FOR some time past there has been a growing fear that the pupil-teacher system, as at present arranged, would overshoot the mark, and turn out year after year a greater number of teachers than the needs of the profession would require. Such a result, it is evident, would have a highly injurious effect, not only on the teachers by the diminution of their salaries, but also on education generally, since the best men would direct their talents and energies into other channels more remunerative. Again, there has been a general cry throughout the whole kingdom that when a student leaves the training college he has not, as a general rule, gained sufficient experience successfully to manage a school left wholly to his care, and the feeling has been widely expressed that there ought to be means by which the young teacher might gain practical experience in the management of a school under the supervision of a tried master. Further, when the present system was introduced one pupil-teacher was allowed for every twenty-five pupils, but owing to the reasons first mentioned the ratio was reduced to one pupil-teacher for forty scholars; this, though as much as the Government could allow, is hardly sufficient for the most profitable working of the school, especially of those containing less than 150 children, which form more than nine-tenths of the whole.

I have long turned my thoughts to the subject, and now have the honour to forward a plan, which I flatter myself will be found, with slight modifications, effectually to remedy all the above-mentioned defects of the present system.

Firstly, I propose that every teacher should pass through three grades of practical teaching before being finally installed as an independent teacher; 1, junior pupil-teacher or stipendiary monitor; 2, pupil-teacher; 3, assistant master, after having passed through the college. At present the pupil-teacher is chosen from the body of the school without the master having had special opportunity of judging as to his talents and aptitude for the office of teacher, and, consequently, many mistakes are made, which cause great inconvenience and even worse results to all parties. To obviate this, I would propose that a new class of assistants be formed, to be called junior pupil-teachers; their period of service should extend over three years, from the age of 12 to that of 15, and their salary be 4*l*., 5*l*., and 6*l*. per annum. This I conceive would be sufficient to detain them at the school. During this period the master would have ample opportunities of judging as to the talents and tastes of the lad, and thus the many mistakes would be avoided. From this class the pupil-teachers should be chosen. At the same time I must observe that I would not bind these youths for the three years, but give them the power of retiring if a more eligible opening should occur than that in prospect as a teacher; also, if not chosen, the young person's prospects are not injured, for a lad of 15 with a good education is just the one that is best fitted

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to enter with success into the business of life. These junior pupil-teachers would be of nearly as much use, if not quite, as a pupil-teacher of the present system in his first and second years, and thus it is evident that the number of apprenticed pupil-teachers might be greatly reduced.

As, in this case, the apprenticeship of the pupil-teacher would commence at 15 instead of 13, and he would already have had the benefit of three years' instruction, I think that a period of three years would be sufficient, and, for the same reason, it seems proper that the salary should not commence at 10*l.*, but at some higher rate.

To provide for the third period, I would suggest that in schools having 160 children, one assistant master should be granted, and afterwards one for every additional 100 children. By this means openings would be provided, so that all who should have completed their apprenticeship and passed through the college might receive two years employment and experience, under the care of masters competent to approve and guide them. Then at length the young teacher would have gained experience sufficient to enable him successfully to conduct an independent school. By means of these assistants a change in the teaching power of the school might be afforded for every 20 children; not indeed that there should be a fresh hand for that number, but reckoning a pupil-teacher as worth two junior pupil-teachers, and an assistant master as being of equal value with two pupil-teachers, that there should be a change *equivalent* to the introduction of a junior pupil-teacher for every additional 20.

I conceive that by these means all the above points would be gained, the number of pupil-teachers reduced, a better selection of them obtained, greater teaching power supplied, the ratio of teachers to pupils increased, and greater practical experience afforded to every teacher before entering on the full work of a school.

As above mentioned, the salary of the junior pupil-teacher would be 4*l.*, 5*l.*, and 6*l.* per annum.

The salary of the pupil-teacher would be re-arranged with no additional expense to Government.

25*l.* has been found to be altogether insufficient to retain young men as assistant masters, and many committees are not in a position to offer a bonus of 15*l.* or 20*l.*; consequently, in the accompanying tabulated statement, 40*l.* per annum is reckoned as being the least sum that could be offered with any chance of success.

The enclosed statistical table is deduced from 484 schools as reported upon by four inspectors, taken at random, and may be regarded as a fair average of the schools of Great Britain.

No. 1 is a statement of the present arrangement both of pupil-teachers and their salary, as permitted to each school of a given number of children. The salary of each pupil-teacher is reckoned throughout the table as 15*l.*, which is the average of their apprenticeship.

No. 2 is the proposed arrangement for each such school, showing the number of junior pupil-teachers, pupil-teachers, and assistant masters, with their total salaries, 5*l.* being reckoned for each junior pupil-teacher, 15*l.* for each pupil-teacher, and 40*l.* for each assistant master. In this table it will be observed that a change is made for every 20 children, and that change amounts in value to the introduction of a junior pupil-teacher.

No. 3 exhibits the comparative outlay under the two arrangements taken on the whole 484 schools, separated according to numbers in attendance; thus the top line shows that out of the 484 schools, 87 have above 40 and less than 60 children, and are entitled to one pupil-teacher. Their total expense at present would amount to 1,305*l.*, but with the two junior pupil-teachers, as proposed, the expense would be about 870*l.*, showing a saving of 435*l.* In the next item of 85 schools of from 60 to 80 children, there would be an increase of 325*l.*; on the third, a saving of 390*l.* On the total number of 484 schools there would be an increase of 1,425*l.*, which, however, would be more than counterbalanced by savings in other departments.

The next three tables bear more distinctly upon the teaching power in the school.

No. 4 gives the comparative number of pupil-teachers in the 484 schools, representing the number which would finally be competent to enter the ranks of school teachers, after deducting the casualties of sickness, failure, &c. From this it appears that the present complement of pupil-teachers would be 1,137, but under the suggested arrangement it would be only 611, showing a decrease of 44 per cent. But lest it might be supposed that so great a reduction in the number of pupil-teachers would diminish the teaching power,

No. 5 proves that the total number of teachers, excluding the master, under the present system, would be 1,137; but, as proposed, it would amount to 1,764, showing an increase of more than 54 per cent. In glancing down this table, it will at once be apparent that the per-centage of increase is much greater in the smaller than in the larger schools, thus being beneficial for two great reasons: 1. In the larger schools there is generally a considerable infant class, or, perhaps, infant school; and, as infant teaching is more collective than that of older children, a less proportion of teachers is required. 2. Whatever the size of the school may be, the principle of classification is mainly the same. One of 120 children will require five or six divisions, and one of double the size will require no more; the chief difference being in the size of the classes. Where the number of children is too great for this arrangement, another division is required, for which the assistant masters are peculiarly suitable.

No. 6 shows the comparative numbers of the assistants in each school, proving that the law of increase, seen in the whole, is true of *each* particular school.

Such is the scheme, and, with regard to it, I trust, Sir, that you will not understand me to commit myself to all the details. Greater experience and talent than mine would, no doubt, suggest many improvements. I forward it in the hope that it may be useful in the promotion of that popular education which I have so much at heart, feeling assured that it would be found competent to effect the purpose intended.

The plan has been laid before many of the more experienced and successful of the London masters, and they have unanimously approved of the principles embodied therein. I shall have the honour to forward shortly a declaration to the above effect, signed by some who are known to you, Sir, as men who thoroughly understand and successfully practise their profession.

I have to apologize for having delayed so long to forward this statement, but my professional engagements leave but little time at my disposal.

I remain, &c.

THOMAS GOVER.

To Dr. Hodgson,
Assistant Commissioner
on Education.

P.S. Some of the authorities of the normal colleges have also signified their approbation. I hope to be able to forward a declaration signed exclusively by the authorities of many, if not most, of the great London training colleges.

T. G.

No. 1. Present Arrangement.			No. 2. Proposed Arrangement.					No. 3. Comparative Outlay for the following 484 Schools.				No. 4. Comparative Number of Pupil-Teachers in 484 Schools.		No. 5. Comparative Number of Teachers of all kinds.		No. 6. Comparative Number of Teachers with following Numbers.		
Number of Boys.	Number of Pupil-Teachers.	Payments.	Number of Boys.	Assistant Masters.	Pupil-Teachers.	Junior Pupil-Teachers.	Payment.	Number of Schools.	Attendance.	Present Outlay.	Proposed Outlay.	Present Pupil-Teachers.	Proposed Pupil-Teachers.	Present Number.	Proposed Number.	Number of Boys.	Present Number of Teachers.	Proposed Number of Teachers.
							£			£	£							
40	1	15	40	–	–	2	10	87	40	1,305	870	87	–	87	174	40	1	2
–	–	–	60	–	1	1	20	85	60	1,275	1,600	85	85	85	170	60	1	2
80	2	30	80	–	1	2	25	78	80	2,340	1,950	156	78	156	230	80	2	3
–	–	–	100	–	1	3	30	70	100	2,100	2,100	140	70	140	280	100	2	4
120	3	45	120	–	2	2	40	49	120	2,205	1,960	147	98	147	196	120	3	4
–	–	–	140	–	2	3	45	23	140	1,035	1,035	69	46	69	115	140	3	5
160	4	60	160	1	2	2	80	29	160	1,740	2,320	116	58	116	145	160	4	5
–	–	–	180	1	2	3	85	17	180	1,020	1,445	68	34	68	102	180	4	6
200	5	75	200	1	3	2	95	11	200	825	1,045	55	33	55	66	200	5	6
–	–	–	220	1	3	3	100	10	220	750	1,000	50	30	50	70	220	5	7
240	6	90	240	1	3	4	105	9	240	810	945	54	27	54	72	240	6	8
–	–	–	260	2	3	3	140	8	260	720	1,120	48	24	48	64	260	6	8
380	7	105	280	2	3	4	145	3	280	315	435	21	9	21	27	280	7	9
–	–	–	300	2	4	3	155	1	300	105	155	7	4	7	9	300	7	9
220	8	120	320	2	4	4	160	1	320	120	160	8	4	8	10	320	8	10
–	–	–	340	2	5	3	170	1	340	120	170	8	5	8	10	340	8	10
360	9	135	360	3	3	4	185	2	360	270	370	18	6	18	20	360	9	10
–	–	–	–	–	–	–	–	–	–	17,055	18,680	1,137	611	1,137	1,760	–	–	–

We, whose names are hereunto subscribed, being certificated masters of elementary schools, under the Minutes of the Committee of Council on Education, have carefully examined a plan, suggested by Mr. T. Gover, for improving the pupil-teacher system, and are persuaded of its excellent adaptation for the removal of present evils, the most prominent of which we think to be:— *J. D. Morell, Esq.* 15 Dec. 1859.

1st. The too early apprenticeship of pupil-teachers, and the consequent lack of any probationary period.

2nd. Too early college training, and consequent youthfulness of "trained" masters.

3rd. The too rapid increase of the number of pupil-teachers, and their consequent disappointment.

4th. The want of assistant masters, and their insufficient encouragement.

ALFRED JONES, Poplar and Blackwall free school.
RICHARD BITHELL, Kingsland British school.
JOEL EDWARD STINCHCOMBE, free school, Poplar, E.
WILLIAM DUNKIN, George Street British school, Bromley-by-Bow, E.
THOMAS PHILIP DEXTER, Highbury practising school.
JOSIAH BAINES, B.A., Carshalton British school.
WILLIAM R. RUSSELL, Clapham British school.
COLIN R. ROBERTS, Somers Town British school.
J. MUMFORD, Highgate British school.
G. COMBS, Stratford and West Ham British school.
H. ULLYETT, St. George's schools, Battersea fields.
WM. HAMMOND, 1, Percy Circus, W.C.
JAMES R. ROOSE, free school, New Brentford.
ALEX. JAS. BRAID, Trinity, St. Giles's.
RICHD. WOODS, Lambeth chapel school.
ALFRED MOSELY, industrial school, Stepney.

I beg to say that I approve generally of the plan for improving the pupil-teacher system, proposed by Mr. T. Gover. I should, however, prefer that a higher amount of remuneration were proposed for the junior pupil-teachers, and that 120 children, rather than 160, were the number fixed for requiring the employment of an assistant master.

E. C. DAINTREE,
Normal Master, Highbury Training School.

I have pleasure in stating that I approve generally of the ideas embodied in Mr. Gover's plan; and that if any arrangement can be made by which intending pupil-teachers can be tested as to their aptitude for the work before them, it would be very beneficial. The mode in which it meets the case of varying numbers in attendance has my general approval also; while I coincide in the opinion of Mr. Daintree, that 120 children, rather than 160, should be the point at which an assistant master should be employed.

WILLIAM SUGDEN, B.A.,
Wesleyan Training College, Westminster.

I have carefully examined Mr. Gover's plan, as laid down, in the accompanying tables, and very much approve of its general principle, namely, the employment of junior pupil-teachers, who, at the same time, would be probationers for a more extended apprenticeship, to be entered upon at a somewhat more mature age. The details also of the scheme appear to be carefully drawn up and elaborated; it would be necessary, however, in my opinion, to give a higher rate of remuneration than is here laid down, and would be advisable to fix 120, instead of 160, as the number of children where an assistant master should be employed.

J. LANGTON, B.A.,
Boys' Model Schools, Boro' Road.

Royal Military Asylum, Chelsea,
June 4, 1859.

DEAR SIR,

I THINK your pupil-teacher scheme is excellent. No boy should be appointed to the office of pupil-teacher until he has given evidence that he takes an interest in teaching. We have had a somewhat similar plan here for some years, and it has worked well. Our plan is the following:—

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1. All candidates for the situation must *be* 16 *years* of age, and they must pass an examination before they can be admitted.

2. Should they pass the examination, they become *probationary* pupil-teachers.

3. If their conduct, attainments, &c. give satisfaction, then they are appointed pupil-teachers.

4. They act as pupil-teachres for two years in the model schools.

5. At the end of two years they are sent out as assistants.

6. Having served as assistants for two years, they return to Chelsea, and complete their course of training in the model and normal schools.

7. When they have gone through the normal and model schools, then they are appointed masters of regimental schools.

8. Their whole course of training as pupil-teachers, assistants, and students, extends over a period of six years.

I am, &c.

W. M'LEOD.

1622. (*Mr. Senior.*) Have you read Mr. Gover's plan of pupil-teachers?—Yes, I have looked through it carefully.

1623. What do you think of it?—I think that it is very good on the whole. Changes similar to this have been discussed by us two or three times at the annual meetings of inspectors at the Council office; we have all felt the difficulty in the present system on the ground stated. In the first place we have great difficulty in getting pupil-teachers 13 years of age, they all want to be apprenticed a little before in the manufacturing districts, because 13 is the age at which whole time commences; consequently all children leave just before they are 13, and they are incompetent to be selected as pupil-teachers before that time. We have often discussed the possibility of creating an inferior kind of office prior to the pupil-teacher, and thus having the means of judging in the course of one or two years as to whether such and such a boy or girl would answer as a pupil-teacher; I think that this plan seems to get over the difficulty very judiciously. With regard to the sending out of students as assistants, that is a matter which I know has been felt a good deal by almost all parties connected with them for the last year or two. A young man goes out from one of the training colleges, and is put at once at the age of 21 or 22 to be the master of a large school, which he is often not at all fit for; but we have not been able to send any one else, and therefore that arrangement has been made. If we obliged him to work for two or three years as an assistant teacher, it would be a very great advantage. I believe that the last Government Minute was framed partly to meet that point.

1624. What do you mean by "the last Government Minute"?—I mean the Minute which provided that no more than four pupil-teachers should be apprenticed to each teacher. That Minute met with a good deal of opposition from our own schools, but my answer has always been that I think that the working of it will be good in the end, inasmuch as it will compel us to have more adult teaching and less juvenile teaching by pupil-teachers in the school; but I think that this plan of Mr. Gover's would work eventually still better.

1625. What do you conceive to be the essence of his plan?—The essence of his plan evidently is to enable us to have a better selection of pupil-teachers, by testing their capabilities for three years as preliminary teachers or stipendiary monitors. On that ground we should be able to get rid of those who showed incompetence, and there will always be something like 20 per cent., after the most careful selection, who really do turn out incompetent in the end. The way in which I deal with them now is to say to the managers, "I do not think that such "and such a lad is competent to his work; he will not do your school

" any good, and it will be a disadvantage to himself to remain in an " employment which he never can eventually carry out ;" accordingly they request him to retire, and select another and put him in his place. I suppose that I have followed that plan half-a-dozen times at least within this last fortnight. Now, this plan would entirely prevent the necessity of doing that ; it would take in a preliminary number of stipendiary monitors. They would not be bound, and therefore, if they did not answer after the first year, they would leave. At the end of the third year just those who showed the greatest aptitude for teaching would be selected, and the rest would go ; and then the number of pupil-teachers who would eventually go to the training school and be appointed as masters would not be so large as it is under the present system, which is a matter of some importance, inasmuch as I think we are beginning to feel that the supply of teachers from the training schools is a little running ahead of the demand. We have not felt that materially, but I think that we are beginning to feel it.

1626. The Privy Council system is to give Government assistance in aid of voluntary contributions ?—Yes.

1627. Is not the pupil-teacher system an exception to that rule ?—We do not send pupil-teachers to any school where there is not a committee and a certain amount of voluntary contributions.

1628. You pay a portion of the salary of the master, but you pay the whole salary of the pupil-teachers ?—We do.

1629. Is not that an exception ?—Yes ; it is an exception undoubtedly.

1630. (*Mr. Miall.*) In other cases you make a grant contingent upon a certain amount of voluntary contribution—if, for instance, it is a building grant, or if it is an augmentation to the master's salary ; but in this case you do not make the grant contingent at all upon the voluntary contribution ?—No, not for the pupil-teachers ; we pay the pupil-teachers entirely.

1631. (*Mr. Senior.*) Is there any reason for that deviation from the common course of proceeding ?—I am not aware that there is any reason, except in so far as it would be a large demand upon the funds of the school to pay a proportion of the pupil-teacher's stipend.

1632. So it is to pay the master ?—So it is to pay the master ; but whether schools would be able to pay both the head teacher and the inferior teachers is a matter of doubt. We find it work in this way with regard to assistants. There is a Government Minute by which it is provided that a pupil-teacher who has gone through his five years may remain as an assistant, at a salary of 25*l.* a year. Now, the salary of 25*l.* a year we find utterly insufficient, and that no one will remain at that price. The consequence is, that the school committee always have to supplement it by about 15*l.*

1633. And they do ?—And they do so occasionally.

1634. The average payment for a pupil-teacher is about 10*l.*, is it not ?—The average is 15*l.*

1635. Which is paid at the end of the year ?—Yes; 10*l.* at the end of the first year, 12*l.* 10*s.* at the end of the second, and so an increase of 2*l.* 10*s.* every year, up to 20*l.*

1636. The fact that the payment is not made till the end of the year occasions difficulty in getting pupil-teachers ?—I do not think that this is any difficulty.

1637. I see that much complained of ?—It may be so in some districts, but I doubt whether it is in my district. The difficulty in my district is that the average rate of wages for boys and girls of 13 years of age is nearly double what we pay them.

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1638. And those wages are paid week by week, whereas the other amount is not paid till the end of the year?—That also is something; but it is generally the more intelligent persons who wish their children to be pupil-teachers, and who are not so much influenced by the motive of ready money.

1639. Supposing you were to require the managers to pay one-third of the salary of the pupil-teachers, do you think that that would much diminish the number of pupil-teachers?—Yes, very considerably.

1640. But it is advisable that the number should be somewhat diminished?—Yes. But it is not desirable that the teaching power in the school should be less, because we have none too much. We find that one to 40 is as little as ever we can work a school well with, but it turns out, as a matter of calculation, that if you have one pupil-teacher to 40 children all through the kingdom, you will produce too many masters and mistresses.

1641. According to Mr. Gover's plan the assistant pupil-teachers, or perhaps it would be better to call them paid monitors, for that is what they are, would be paid less than 15*l.* a year?—Yes; 4*l.*, 5*l.*, and 6*l.* is his rate for the three years.

1642. Suppose that one-half of that were required to be paid by the managers?—I think that they would meet that.

1643. In that case you might allow them to have a paid monitor to 25 children, they paying one-half?—Yes.

1644. In fact if they paid one-half, you might allow them to have as many as they liked?—I should say that there would still probably require to be a limit; but it would adjust itself.

1645. Then those two changes, Mr. Gover's plan of paid monitors, and the plan which I have been suggesting, of the school funds paying a proportion of the stipends of the paid monitors and of the pupil-teachers, you think, would be great improvements?—I think so for the junior pupil-teachers; but when you come to the pupil-teacher himself, who receives his 20*l.*, I think that the mass of the schools would find it very difficult to pay half that sum, and also for the junior pupil-teachers.

1646. Then they might pay one-third?—Yes.

1647. At all events they should pay something?—Yes; they might pay out of the capitation.

1648. (*Mr. Miall.*) That is only changing the name?—That is only changing the name, because the capitation goes into the funds of the school.

1649. (*Mr. Senior.*) Mr. Marshall said that the lowest part of the lower classes in England were ignorant, or nearly so, of their own language, that they had a very small vocabulary, and a very little knowledge of the relation of one word to another, do you think that true?—I think it is quite true.

1650. He said that he thought the teaching of grammar of great importance?—I have found as a matter of experience, that where a master knows how to teach grammar it is the best instrument which we have for raising the intelligence of the school, and I think that it is the general opinion of most teachers that it is the greatest instrument amongst the ordinary subjects taught in primary schools for drawing out the intelligence of a child; but then it is a subject which so entirely depends upon the capacity of the teacher to handle it, that it is only in cases where it is well handled that that can be said of it.

1651. You agree then with Mr. Marshall that it is one of the most important things, or even the most important thing to be taught?—I cannot say that I think it is the most important thing to be taught, because I think that it is absolutely necessary that reading, writing, and

arithmetic should be taught as a matter of practical necessity; but after children have got those first elements, which every child must have, I think that grammar comes next in importance, as the means of drawing out the faculties of the child, and making him an intelligent and thinking being.

1652. Even in the lowest classes?—Even in the lowest classes.

1653. What text books do you use for English grammar?—Various text books are used in different schools. The plan which I introduced from the system of Becker, of making grammar a more logical study, has become very general throughout the country. That system of grammatical analysis is now compulsory on all teachers in training schools; consequently they get well drilled in it, and then they are able to teach it in their own schools. We are thus getting into rather a more intellectual mode of teaching grammar, and a good many persons in the country are afraid that we are cramming, because they hear such words as "subject" and "predicate" used. It is this logical part of grammar, however, which does the good, *i.e.*, taking a sentence as the unit of the grammar, teaching and showing the nature of a sentence, the elements of it, the enlargements of it, and the mode in which the thought is arranged in it. It is the development of the sentence, in fact, as being the central point of the grammar teaching, that we find to do the good.

1654. Do you know a work called "Analyse Logique?"—Yes, quite well.

1655. Is it translated?—I am not aware that it is.

1656. Is it a valuable book?—Very valuable indeed; it is upon the same principle as Becker's German grammar, though not so good.

1657. Has Becker's German grammar been translated?—Yes, it is a large and rather philosophical work; all that is applicable to the English language I have developed in a little book which I call "Analysis of Sentences."

1658. Will you let us have that book?—I will send you a copy with pleasure. That book is now printed in the Government syllabus, and the system is learnt by all students in the training schools, because the examination on grammar always contains questions on logical analysis, which obliges them to pay attention to it.

1659. It has been said that political economy ought to be taught by means of the reading books—is it so taught?—In a few schools; we have introduced it in perhaps half a dozen schools in Lancashire.

1660. From the Irish books?—Yes, it is partly from the Irish books, but there are also systematic lessons, the teacher gives a series of lessons upon it in these schools. The master of the secular school, which I mentioned a little time ago, has published a reading book of social economy on purpose for his school, which is a very good text book for schools for that purpose. I have recommended the introduction of it more generally, and I think that it is rather extending than otherwise. The difficulty of course is that the subjects being numerous, those which are recognized by the Committee of Council are sure to be the ones which the masters will take up first, as they do not fancy that their examination and inspection is quite safe at the end of the year, unless proper attention is paid to them. I think, however, that that element is also a very useful one to introduce.

The witness withdrew.

Adjourned.

Tuesday, 17th January 1860.

PRESENT:

His Grace the DUKE OF NEWCASTLE.
The Rev. WILLIAM CHARLES LAKE, M.A.
NASSAU WILLIAM SENIOR, Esq., M.A.

HIS GRACE THE DUKE OF NEWCASTLE IN THE CHAIR.

Rev. S. Clark, M.A.

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The Rev. SAMUEL CLARK, M.A., examined.

1661. (*Chairman.*) You are the Principal of the Battersea Training College?—I am.

1662. How long have you occupied that position?—Nearly nine years.

1663. When was the Battersea Training College founded?—In the year 1840.

1664. At what time did its connexion with the present Government system commence?—From the first.

1665. (*Rev. W. C. Lake.*) Was it identified with the National Society from the first?—No, it was not identified with the National Society till the year 1844.

1666. (*Chairman.*) To what extent should you say that the training given in the college is specially directed to the future duties of those who are instructed?—I do not think that it could be more strictly directed to that object than it is, due regard being had to the importance of general intellectual discipline to the successful teacher.

1667. You mean that the system does not lose sight of the fact that the students are intended as future teachers of elementary schools?—I do.

1668. (*Mr. Senior.*) How much is taught in the training colleges which the teachers will themselves probably not have to teach?—We instruct our students in no subject which they may not hereafter have to teach in their schools; but of course in each subject the students are carried much beyond the actual range of what most of them will have to teach.

1669. (*Chairman.*) Do you mean that there are no special subjects taught there which would not be required from them afterwards as teachers of elementary schools?—Many of the subjects would not be required in all schools, but all would be required in some; such, for example, as chemistry and higher mathematics would only be required in certain schools.

1670. (*Mr. Senior.*) Would chemistry and higher mathematics be required from teachers in elementary schools?—Yes, in many instances; chemistry, especially; higher mathematics perhaps not quite so often; but still there are many cases where higher mathematics are required, for example, in navigation schools in seaport towns.

1671. Do you attempt to educate every Queen's scholar so as to prepare him for the highest school?—We do not teach all subjects to all our students; the present system is to give students in their second year the choice of four subjects,—higher mathematics, English literature, physical science, and Latin. In our college, as far as the examination is concerned, we restrict ourselves to the first three. Such students as happen to know any Latin when they come to us are

encouraged and assisted by our masters in carrying on the study of the language, but the subject is not reckoned as part of the regular work of the college.

1672. (*Chairman.*) I suppose that you endeavour to train all equally highly who enter the establishment?—Yes.

1673. It is one general system, and therefore the greater or less amount of knowledge with which each leaves the training school depends entirely upon the ability of the individual?—It does.

1674. Are you enabled at all to say by the experience which you have had, or by what you have heard, whether those who are least highly trained or those who are most highly trained are, generally speaking, the most efficient teachers of elementary schools?—I have no hesitation in answering in favour of those who are most highly trained.

1675. Even in relation to those elementary schools where the higher departments of learning are not required?—I certainly do not think that in many of the lower schools of the country, very highly trained masters are wanted; but as regards our students, those who get into the first class generally keep their situations for a longer time, and I believe I may say that they evince a higher moral tone in every way.

1676. Taking a school in a small agricultural district, the requirements of which are only reading, writing, and arithmetic, do you think that a highly educated master, whose attention has been devoted to the higher branches of science, is more efficient than one who has been less highly trained?—I believe that one less highly trained might answer the purpose, perhaps, equally well. Of course education in the master will make itself felt, when directed by high moral purpose, even in teaching the lowest subjects; but still, taking all the circumstances into account, I believe that an order of less highly-trained masters, who would be content with low salaries, would meet a real want of the country.

1677. Do you know any cases in which the more highly trained masters being sent into such a district as I have described, feel a degradation in their position, which has an ill effect upon their moral feeling, and produces a dissatisfaction with their position?—Such cases, as far as I have seen, are very few; but it should be noticed that we are as careful as possible to send a man whose powers are proportioned to the place. We obtain all the particulars of the school we can, and we select the man who seems best suited for it. I should think that the cases of dissatisfaction on the ground which your Grace has mentioned would not amount to 2 per cent. of the masters whom we send out.

1678. (*Rev. W. C. Lake.*) That is probably because there are very few of your able men who are placed in such positions as have just been mentioned, that is to say, in small agricultural schools?—Just so; the able men go to large schools, or to schools in the country where the school managers foster education a good deal.

1679. Take the case of some of your inferior students, who have had a great amount of information poured into them, with, perhaps, not equal benefit; do you find that they are sometimes unfitted for masters of those schools, and likewise discontented?—I can hardly say that we have in general found them discontented, but they have become unfitted to meet a want for which they seem naturally calculated, inasmuch as they have gone through a complete course of training, and, therefore, hold a position of *quasi* equality with superior men, and in consequence, expect a higher salary. If they had been less highly trained, they would have been content with a salary, pro-

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bably, of 20*l.* a year less, and they would have been, I believe, hardly less efficient. I think that the expense of training them is in a great degree thrown away.

1680. (*Mr. Senior.*) When you say "them," what class do you precisely mean?—The inferior class of Queen's scholars.

1681. What proportion does that bear to the whole?—Of our own students the proportion may be about 9 or 10 per cent.

1682. Then the training of those pupils is, in fact, more than is necessary?—I certainly do not think that they gain any adequate improvement from their training. I say "adequate" with reference to the salaries which they expect after they have been trained.

1683. (*Chairman.*) Do your pupils go to any particular class of school, or are they generally scattered over the country, in manufacturing, commercial, and agricultural districts alike?—They are diffused over the country very widely, and they go to all sorts of schools for the education of the poor in which the salary is sufficient.

1684. How long does each pupil remain in the institution?—Two years, with the exception of about 6 per cent., who leave at the end of one year.

1685. On what account? On account of having completed their course; or for what reason?—Mostly from poverty, but occasionally on account of weak health.

1686. Do those who leave at the end of one year assume the duties of schoolmasters?—Yes; they for the most part take small schools in the country.

1687. But without, of course, that recommendation from your establishment which those who have gone through the whole course obtain?—Yes; we send them to inferior situations, such as we consider most fit for them.

1688. Do you consider the period of two years, generally speaking, to be sufficiently long, or longer than is necessary?—I do not think it longer than is necessary, nor, perhaps, so long as is desirable; but I think it as long as is feasible. Young men expect to begin work in the world by the time they are 21; and, assuming that their pupil-teachership expires at 19, I do not think that we should reckon on keeping them more than two years.

1689. But you would be rather inclined, with a view to the efficiency of the schoolmaster, to extend the period than to shorten it?—For the highest order of schoolmasters, I should certainly.

1690. And I presume, from what you have already told us, that the education of the higher order of schoolmaster must regulate your whole system of teaching, your system of teaching being uniform?—That is the case in a great degree. We used to have a course of training for a third year, but the year before last the Committee of Council discontinued it. Up to that time we were in the habit of retaining two or three promising pupils for the third year, who by that third year's training were adapted to become masters in training schools, or to take other appointments of the kind.

1691. The Privy Council having done away with the pecuniary advantages, does the institution still retain the third year's course?—We do not; in some training schools, I believe, they do.

1692. You have abandoned it altogether?—We have.

1693. (*Rev. W. C. Lake.*) The pecuniary advantages are that the Government pays about 85 per cent. for the education of the pupils; it varies in different colleges, but that would be an accurate statement in regard to Battersea?—In our own college, what we receive from Government does not exceed 75 per cent.

1694. (*Mr. Senior.*) I thought that the Government paid the whole?—In some training schools it may be so, but how it is managed I am at a loss to know.

1695. How is the deficiency made up in yours?—We have a grant of 800*l.* a year from the National Society, and about 300*l.* from private subscriptions.

1696. What does each Queen's scholar contribute?—Nothing.

1697. What is paid to each Queen's scholar?—£23.

1698. How is that 23*l.* expended?—It is paid to the institution for his maintenance.

1699. Then the Government pays you, for each Queen's scholar, 23*l.*?—Yes.

1700. What does it cost?—The actual cost of maintenance would be met by that sum, but the cost of our students for maintenance, tuition, and other expenses is about 45*l.* I may be allowed to state that our institution is under a special disadvantage in this particular; our estate is leasehold, and the rent on each student amounts to 3*l.*; 300*l.* a year is the rent of our place, and we have about 100 students. The average cost for each student, taking six years, is about 47*l.* 15*s.*; last year it was 49*l.* 15*s.*; it was a somewhat dear year; the two previous years the cost was 47*l.*

1701. Can you tell us the items of which that is composed?—An analysis has been made more than once of the expenses of the training schools in the Minutes of the Committee of Council. I think that there is one in Mr. Moseley's Report of the year 1854.

1702. Then when you say that a Queen's scholar costs 49*l.*, you take in rent; you take in the salaries of the principal and officers. What is the general nature of the items, for there seems a very large difference between 23*l.* and 49*l.*?—There are board, lodging, firing, lights, stationery, medical attendance, washing, and other things.

1703. The sum which is paid, as stated in one of the reports, is on an estimate that each pupil-teacher costs 23*l.* and that, therefore, the Government gave 25*l.* as covering the whole expenditure?—The Government gives 23*l.* (which about meets the cost of board and lodging) besides the grant on the examination.

1704. What is the grant on the examination?—It varies from 13*l.* to 24*l.*, according to the place which the student takes in the examination.

1705. Then if the Queen's scholar obtains a place in the first class he costs the Government in his second year 47*l.*?—Yes.

1706. Which is about equal to the expense?—It is.

1707. Is that bonus on the examination for each year?—Yes, it is.

1708. You have about 100 students, have you not?—Yes.

1709. And the National Society gives you 800*l.* a year?—It does.

1710. That is 8*l.* a head?—Yes.

1711. (*Rev. W. C. Lake.*) There is an additional sum, I think, paid by the Government besides the 75 or 85 per cent. which we were calculating, in the shape of augmentations to masters who are lecturing in these institutions, and who hold certificates?—Yes; 100*l.* a year is given to a master who passes a certain examination in one subject, and who fulfils certain conditions in his service.

1712. That is over and above the estimated 85 per cent.?—Yes.

1713. So that that swells the amount?—Yes; but in our own case we have but one lecturer receiving that augmentation.

1714. (*Mr. Senior.*) What is the whole number of Queen's scholars now?—The number this year is 531, sufficient, I believe, to fill all the training schools. The accommodation in the training schools is, I think,

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sufficient for 925 students, and the vacancies must be considerably more than half that number.

1715. (*Rev. W. C. Lake.*) Are you speaking of all the training schools, or of those belonging to the Church of England?—Only of the Church of England male training schools.

1716. (*Mr. Senior.*) I wanted the information as to the whole of the training schools, male and female, of all denominations?—I am unable to give it to you.

1717. (*Rev. W. C. Lake.*) Is it not estimated that 1,500 teachers now proceed from all these establishments yearly?—I think so.

1718. That would not enable you to fix the number of pupil-teachers who yearly pass in?—It would not. I believe that in some training schools they allow a much larger proportion of their students to leave at the end of the first year than we do.

1719. Would not the pupil-teachers of the present year or of the last few years suffice to fill the vacancies of the training schools?—They have not done so up to this time.

1720. Then I suppose the result of it is that every pupil-teacher who has come up for examination has virtually secured a place in a training school?—No; a proportion have been rejected every year.

1721. It is not given to the best pupil-teachers; but all the pupil-teachers in the country, if they were to come up to a certain known standard, would go into training schools?—Yes, that would be the case, until the number of those to whom Queen's scholarships are awarded might exceed the accommodation in the training schools.

1722. Do you think that the Queen's scholars have hitherto quite come up to a fair standard, or has the standard been necessarily somewhat low?—I think that it has been too low.

1723. Consequently a considerable proportion of the Queen's scholars who have got places in training schools must be of a somewhat inferior description?—Yes.

1724. (*Mr. Senior.*) Can you tell us from what rank in life they principally come?—They are the sons of small tradesmen, and farmers, and, in some cases, of handicraftsmen.

1725. They are not from the labouring classes?—But a very small number of them.

1726. (*Rev. W. C. Lake.*) Then perhaps you would think that the lower class of the students in training schools would do just as well for schoolmasters if they had not been through training schools at all?—Undoubtedly they gain something by their two years in the training school, both in discipline and in knowledge; but they might serve the cause of education even better without that advantage, inasmuch as they would be content to take lower salaries, and probably have a juster estimate of themselves, as compared with more highly qualified schoolmasters.

1727. You seemed to imply, in one of your last answers, that the lowest students in a training school are of an inferior description, and nevertheless receive a certain stamp which implies that they are superior, and consequently get higher salaries than their ability entitles them to?—Yes, I think so.

1728. And they are unworthy, also, of the salary which they obtain by virtue of having been through a training school?—Yes, in comparison with others.

1729. (*Chairman.*) What is your system of introduction to the training school?—We expect three testimonials from personal knowledge; one from a clergyman.

1730. Do you receive an application from the individual himself?—

Very rarely; generally from the school managers. Whenever we receive an application from the individual himself, we always tell him to ask the school managers to write to us in his behalf.

1731. The introduction is from school managers of pupil-teachers who have passed through their school?—Yes.

1732. Is the demand upon your establishment for admission greater than you are able to meet?—It is considerably greater; this year we have about 100 candidates for admission, and we can only receive half that number.

1733. What is your principle of selection?—We first reject all such as have not satisfactory testimonials, and take the others as they stand in the list of the examination for Queen's scholarships, in which they are arranged in order of merit.

1734. When they have passed through their two years' training, what is the demand for their services upon your establishment? Is it greater than you can meet?—Taking the whole year, it is greater.

1735. What number annually leave your establishment?—About 54.

1736. What number of applications for schoolmasters have you in the course of the year generally?—In 1855 we had 149 applications unsupplied; in 1856, 152; in 1857, 159; in 1858, 132; and in 1859, 129. Then, in addition to those numbers, we had above 50 applications for the students whom we were sending out each year. But these numbers are not of much value, because the same application is generally made to three or four training schools, and very often there is an advertisement besides.

1737. Perhaps, then, you ought to divide that number by four to obtain about the number which you are unable to meet?—Yes; I should think so. But I understand that in some of the training schools they have had a great difficulty in getting situations for their students this year; and although we ourselves have not felt it to such a degree as not to be able to get situations for our men, we have still seen several indications that applications are bearing a smaller proportion to the number of candidates for schools than they used to do.

1738. You mean that taking the training schools, generally speaking, through the country, the supply is now greater than the demand?—I believe it will be so next year, if it is not this year.

1739. Do you attribute this alteration to the inereased number of training schools; or to what other cause?—To the number of Queen's scholars who are trained, connected, of course, with the number of training schools.

1740. (*Rev. W. C. Lake.*) Do you find any indication that managers wanting schoolmasters cannot afford the salary demanded?—We do. We have each year above twenty-five applications for masters, offering very low salaries, and as it is generally known that we cannot supply masters for such situations, I conclude that there must be a very large demand for that class of men which does not come under our cognizance.

1741. (*Mr. Senior.*) Do you see any reason to suppose that the expenditure on the training colleges is likely to increase?—I think not.

1742. Is it more likely to diminish? That is to say, do there appear to be now training colleges enough to supply the whole demand for trained masters?—My own impression is, that there are too many.

1743. (*Rev. W. C. Lake.*) When you say that there are too many, do you mean that there are actually too many training colleges, or that the training colleges are too large?—I do not think that the training colleges are too large. I think that a thoroughly organized training college should contain 100, or even 120 students.

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1744. When you say that there are too many training colleges, there are some large tracts of the country without any training college: for instance, how is the north-western side of England supplied? —There is one at Chester.

1745. That supplies the whole north-west?—There is one at York and one at Durham.

1746. Are there any for Wales?—There are two in Wales, one at Carnarvon and the other at Carmarthen. But the position of the training colleges has not much tendency to limit their operations; we get pupil-teachers sent to us from Northumberland and Durham and Cornwall, notwithstanding the intervening training schools, and in like manner we send our masters into almost every county in England.

1747. You think that at present England is fully supplied with training schools?—I do.

1748. (*Mr. Senior.*) Can you tell us anything of the nature of the examination? Where is it held?—in the training college, I suppose? —Yes, in each training college.

1749. How long does it last?—A week.

1750. Who superintends it?—One of the inspectors in each training school.

1751. After putting questions, what duties have they to perform? —To give out and collect the papers, to watch the students, and to give such directions and explanations as may be necessary.

1752. Could not that duty be performed by a less expensive class of officer?—It must be performed by some responsible person who is acquainted with the method of the examination.

1753. When you consider the importance of the functions of the inspector, and the amount of his salary, it seems that making him sit for six hours in a room to watch that persons do not copy from books is a waste?—Of course, any persons with the requisite qualifications would do as well, as far as merely watching the paper work is concerned.

1754. We have found in the University of London that we obtain competent persons at no great expense. Five guineas for an examination?—During a portion of the time the inspectors are listening to the reading of the students. It may seem that this, at least, could not be delegated to an occasional assistant.

1755. (*Chairman.*) You said, I think, that those examinations take place at the close of every year?—They do.

1756. What do you consider to be the mental and physical effects of these examinations upon the pupils? —I have no reason to think that they are otherwise than good; the examinations certainly stimulate their intellect very much indeed; and we generally warn them not to work too hard before the examination comes on, but their health does not, I believe, suffer from it. I think that the health of the Queen's scholars is generally very good.

1757. As a general rule you are not aware of any evil physical effects upon the pupils?—No, I am not.

1758. (*Rev. W. C. Lake.*) Will you describe what means exist in training schools for practising students in the actual work of a schoolmaster, or for giving them an insight into it?—The students are sent in bodies to the practising school for a limited period. In our own case we have two schools, a model school and a practising school, both under the management of a well-qualified master.

1759. Will you describe each of them?—In the model school pupil-teachers are employed in the way of an ordinary parish school, and it

is intended that it should represent such a school as the students may hope hereafter to realize for themselves.

1760. It is a perfect specimen, in fact?—Yes, as nearly as we can make it such. In that school two or more senior students, as the case may be, are placed daily to examine its details, so that each student spends several days there in the course of his second year. In the practising school, which is a larger one, the instruction of the classes is carried on by the junior students, each of whom spends a considerable portion of time there. No pupil-teachers are employed in the practising school.

1761. (*Mr. Senior.*) How large is the practising school?—It contains about 180 boys, and the model school 100.

1762. (*Rev. W. C. Lake.*) You say that they are practised for several days in the model school. How many days do you suppose that a student spends in the course of his two years in going through his practical training for his after work?—It is in some degree proportioned to the wants of the student himself. On the average, the time spent in formally learning the art of teaching would, in the course of the two years, amount to about fifteen weeks.

1763. Is there not some feeling amongst masters of training schools, or do you not feel it yourself, that for whatever reason sufficient time is not devoted to this particular preparation compared with the time which is given to intellectual preparation?—No; I am content with our present system. We endeavour, as far as we possibly can, to make the whole of our teaching bear upon the future work of the students; and I have no reason to think that they would derive advantage from devoting a larger portion of their time to the work of teaching while they are in the training college.

1764. By what means does the examination test their capacity as teachers and in the management of a school, because they are distinct things; a man may be a very good teacher and yet a very inferior manager of a school?—Every student gives a lesson before the inspector, which proves whether he can give a good lesson; but the other part of the examination is done entirely on paper. There is one paper devoted to school management, and questions bearing on elementary teaching are inserted in all the papers.

1765. Is much weight allowed to the opinion of the master of the training school; does it in any way influence the marks?—Not in the least.

1766. Surely an hour's lesson before an inspector is a very inadequate test, is it not; with young men in such work as that, nervousness must very much influence them?—They are very much used to give lessons, which they know will be criticized by the masters of the college, and they become hardened to it in some degree. On the whole I believe the test to be a very fair one just on that one point, as to whether a student can give a lesson. But I admit that it does not follow that because he can give a good lesson he is a good schoolmaster.

1767. You think that the means for ascertaining whether a man will make a good master of a school are not very adequate?—I am at a loss to imagine how they can be improved. I am unable to deny that they are inadequate, but I cannot think of any scheme by which they can be rendered more efficient.

1768. (*Chairman.*) Have you any system of industrial training in Battersea College?—Besides cleaning the rooms, lighting the fires, and other duties of that kind, gardening is the only regular industrial occupation of our students. We had several other kinds of work at one

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time, but none of them seemed to answer except gardening. They were mostly indoor occupations.

1769. In what respect did you find them fail?—We have but a limited time to give up to industrial work, and it appeared to us to be very desirable that that time should be spent in the open air and in active bodily exercise.

1770. Does your gardening form part of the period for recreation?—Yes, it does in some degree; but the students have recreation besides. They are worked systematically in the garden for 1¼ hours a day.

1771. Are they required to work in the garden?—Yes.

1772. Do they, generally speaking, like it?—They do; a considerable number of them take great delight in it. We endeavour to cultivate in them an intelligent taste for it, and it answers remarkably well with a very fair proportion of them.

1773. (*Mr. Senior.*) What is the quantity of ground which you have?—We have five acres.

1774. For 100 scholars?—Yes. But the whole are never working in the garden at once. One-third of the students are engaged in drill while two-thirds work in the garden.

1775. (*Chairman,*) Do you know whether in after-life the students maintain their fondness for gardening?—Yes; it is a point on which I have felt peculiar interest. A large number of our former students keep their gardens with great care; some of them make them a source of profit. I have known instances of schoolmasters remaining in their situations when they have been poorly paid in consequence of their being able to cultivate a plot of ground to good purpose.

1776. You have not, I suppose, had any means of knowing what influence that taste for gardening in the master has exercised over his pupils?—In many cases it has exercised a very valuable one, I believe.

1777. Have you a gardener to instruct the pupils at the college?—Yes, a very good one.

1778. Does he teach them scientific gardening?—Yes, to such as have a taste for it.

1779. Both in vegetables and flowers, I suppose?—Yes.

1780. You have stated that the only industrial training which you now have is gardening, and that although it is compulsory, it is considered partly as recreation. What other modes of recreation have you in the college?—I may say that working in the garden is rather taken as a matter of course than of compulsion. The games we have are cricket, hockey, quoits, and two or three others. We are about to introduce archery.

1781. Those are the modes of out-door recreation?—Yes.

1782. Have you any in-door recreation?—Instrumental music mainly, and glee singing for such as have voices.

1783. To what extent is instrumental music carried?—We have generally a very fair band. There are at present some seven or eight violins and a few flutes; a considerable number of our students can play the harmonium and organ. We have two organs and two harmoniums, which when the work of the college is not going on, are constantly employed.

1784. What number out of your 100 pupils do you suppose are tolerable instrumental musicians?—About eight or nine can play very fairly; the violin is a favourite instrument; a larger number—perhaps 14 or 15—can play the organ.

1785. All of those, I presume, learned music before they entered the college?—Yes.

1786. (*Rev. W. C. Lake.*) Is there a large proportion who take to drawing as a recreation?—It is a regular part of our course.

1787. It is necessary?—Yes; but I think there are six or seven per cent. who excel in it, and who take a delight in it.

1788. Is music a necessary part of your course?—Vocal music is, but not instrumental music; instrumental music is quite voluntary.

1789. (*Chairman.*) You have been speaking of recreation, partly voluntary and partly a portion of your system; what is your division of hours in the establishment; first, for studies, and, secondly, for recreation?—We begin work at a quarter before 7 and keep on till a quarter to 8; from a quarter to 8 to 9 is given up to breakfast and recreation; we then have prayers, which last about 25 minutes; we begin work at a quarter to 10 and go on till a quarter to 12; then the out-door work begins, the gardening and drill. We have dinner at 10 minutes after 1, and we begin work again at half-past 2, the interval between dinner and work being given up to the students for leisure. In the afternoon the time is not quite evenly limited: on some days they keep on till half-past 4, and on some days till 5. Wednesday is a half holiday.

1790. Will you explain that part of your division of time which you speak of as drill?—It is the club drill, the same as is used in the army.

1791. Drill is carried no further than what you call club drill?—It is carried on to extension motions in quick and slow time, marching in all ways, forming squares, and other exercises.

1792. I do not perceive from your subdivision of the day any time which any of the pupils could devote to the voluntary study of any matters in which they might take particular interest. Is there any period of the day in which they can do so?—There are 40 minutes, as I have mentioned to your Grace, after breakfast, entirely at their own disposal; there is a considerable portion of time after dinner, and much of their evenings.

1793. May they spend those times either within doors or without as they think fit?—Yes, excepting when the evenings are dark.

1794. (*Mr. Senior.*) How much time have they in the evening, from what hour to what hour?—On most days the work is over at 5 o'clock, and they go to bed at 10; but there are certain sections of the students who have lectures in special subjects after 5 o'clock, so that my answer must not be taken as too absolute. I consider that, on the whole, they have a very fair proportion of time at their own control.

1795. How many hours are they usually employed in study?—Do you mean taking preparation of lessons into the account?

1796. Yes?—From 8 to 9 hours; but that time includes some subjects which are very light, such as drawing and music.

1797. How many hours are devoted to mental or head work?—Not more than seven.

1798. But as much as seven?—I think as much as seven. In regard to preparation, we leave them quite to themselves, and some will do their work in much less time than others.

1799. (*Chairman.*) Do you find that generally speaking much of their spare time is devoted to voluntary studies and intellectul amusement?—Not, perhaps, so much as used to be devoted to subjects which were then voluntary; but since the system of alternative subjects, the senior students in particular pursue that portion of their studies with much more zest; they take up literature, chemistry, mathematics, or Latin, of their own accord.

1800. (*Rev. W. C. Lake.*) Do you find any traces on the part of students after they have left school of their having been exhausted by

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the amount of work which they have necessarily gone through, and that it has given them somewhat of a distaste to study?—I do not; there are very few of our students who do not prosecute some favourite subject after they leave the college.

1801. (*Mr. Senior.*) You do not think that seven or eight hours a day is too much?—Not including preparation, but those who only work six hours are not found fault with if they do the work.

1802. (*Rev. W. C. Lake.*) When you speak of their having time to themselves, is there not a great difficulty in their having any time privately to themselves, their time is spent in common?—It is so; it is spent either in the garden or in the sitting rooms.

1803. Do you think that the difficulty of providing them with strictly private time is in any respect to be regretted?—Looking at the thing practically, I do not think it is. At one time I regretted that we could not give them separate rooms for study.

1804. I have seen it urged by a master of a training school that it is a very serious defect, that is not your opinion?—Each has his own bed-room.

1805. But they are not allowed to enter them?—Not in the course of the day, but I refer to morning and evening retirement.

1806. (*Chairman.*) Can they study in their bed-rooms?—No.

1807. Not even in the evening?—No, I was alluding only to their morning and evening devotions.

1808. (*Rev. W. C. Lake.*) Speaking generally you may say that their whole spare time, except at night, is spent in common?—Yes, it is; great quiet is observed in the sitting rooms, and we have a great advantage in our garden; they can generally realize as much isolation there as they need.

1809. Do you not think that passing their time entirely in common must have some marked results upon their character for good or bad?—Yes, I think so; I have no doubt that to some it is an injury, and I have equally little doubt that to others—I may say, to more—it is a benefit.

1810. (*Mr. Senior.*) You have said that prayers occupy about 25 minutes in the morning?—Yes.

1811. How long in the evening?—About the same time.

1812. Three-quarters of an hour altogether?—More nearly an hour.

1813. (*Rev. W. C. Lake.*) Do you find that a large proportion of your students leave the training school with what you may call any religious feeling as to the importance of their work as schoolmasters? Do you think the Queen's scholars equal in this respect to the old class of students who came to the training schools of their own accord?—I think as large a proportion as we are entitled to expect leave the college with a religious feeling as to the nature of their work as schoolmasters. I can answer without the least hesitation that the advantage in this respect is on the side of Queen's scholars, not of the older men who were not Queen's scholars. We used to have to deal with a set of men who did not for the most part take up their work from any high sense of its importance, but for the purpose of getting a living, and very frequently because they were more or less disqualified for other kinds of occupation.

1814. (*Mr. Senior.*) Do you not suppose that the majority of Queen's scholars take up the profession of schoolmaster for the purpose of obtaining a livelihood?—I do not suppose that they lose sight of that object. But a large proportion of them certainly take a thoughtful and proper view of their future calling, and we do what we can to foster this in them.

1815. (*Rev. W. C. Lake.*) Do you find them come to you with any sense that the work which they are afterwards to prosecute is more or less a serious, not to say a religious work, or have you to make them sensible of the responsible character of it?—I think the training college produces a considerable effect, I may say, a great effect, in that direction. The influences under which they have previously been as pupil-teachers are, of course, very various, but, on the whole, as regards the Queen's scholars whom we receive, I consider the operation of these influences ought not to be regarded as unsatisfactory. *Rev. S. Clark, M.A.* 17 Jan. 1860.

1816. Do you think that the amount of information which it is thought necessary to convey in a training school is of the nature of cramming, and really injures their intellectual training?—I think that the system has been very much improved in that respect. I consider that the programme of the Committee of Council has been judiciously altered from time to time.

1817. Do you think that it admits of further alteration?—In but very few points.

1818. Admitting that it is desirable that we should ultimately have masters over the country as highly trained as those in the training colleges, do you not think it impossible that half the schools in the country should be able to afford them in the next 20 years, looking at it as a mere question of finance?—I think it is impossible.

1819. You think that they are not likely to afford the high salaries required for the schoolmasters from training schools?—I think not.

1820. If so, might it not be desirable to adapt the system to a humbler class of masters, who would not require such high salaries?—I think so.

1821. Can you suggest any means by which the Government might give some assistance to such a class?—If the number of Queen's scholars was considerably limited, if, roughly speaking, it was restricted to what is now the first class, and if the choice was given to a proportion of the remainder either to hold an assistant mastership for one year, or to go to an institution something like the old Westminster training school for three months, to devote themselves to the work for teaching under the eye of a skilful man, I think that a very useful class of masters might be produced for schools in which the salaries would not exceed 30*l.* or 35*l.*

1822. Quite as useful a class as is supplied by the inferior pupils who now issue from training colleges?—I think so; these masters might have an augmentation from the Committee of Council of 10*l.* or 15*l.* a year. But a very strict line should be drawn between them and the masters who have been fully trained and have obtained certificates. Certain conditions might be laid down as regards the schools of which they should be permitted to take charge, so as to avail themselves of the augmentation. The Committee of Council have, in fact, laid down some such conditions for probationary masters in the minute of the 26th of July 1858, which was intended to meet the wants of small schools, by offering to trained masters for their first two years of service an augmentation of 25*l.* instead of 15*l.*; but as far as our experience goes, the minute is almost a dead letter. Students who have been successfully trained are not willing to take very small schools, and even with the addition of the larger augmentation, the salaries offered with such schools are less than they may reasonably expect to receive. Besides this, I would observe, that the conditions which are laid down by the Committee of Council exclude a very large number of schools which require this sort of help. Of course, one obvious result of a reduction in the number of Queen's scholars

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would be a check to the prospect of a large number of the pupil-teachers. I cannot, however, doubt that it would be by far better to damp the prospect of the pupil-teachers than that of the Queen's scholars; and one or the other seems inevitable. In the former case, the elementary schools would, without doubt, lose a large amount of that sort of assistance in teaching which they have at present; but this might probably be remedied in part or wholly by some such scheme of dividing the present term of apprenticeship as that explained by Mr. Bellairs (see Minutes of Council, 1853–4, vol. ii., pp. 86, 87), and more recently by Mr. Gover in his letter to Dr. Hodgson, printed in these Minutes, p. 37.

1823. (*Chairman.*) We have been discussing the question of a cheaper class of schoolmasters; will you state the highest and the lowest salaries which schoolmasters proceeding from your institution receive?—The lowest salary would be about 50*l.* with a house or lodgings; we consider that the lodgings, or house, may be fairly taken at 8*l.* a year.

1824. What is the highest salary on their first introduction as schoolmasters?—The highest is, I think, 90*l.* this year.

1825. Exclusive of house or lodging?—Yes, exclusive of a house, and also of the Government augmentation.

1826. (*Mr. Senior.*) How much is the augmentation; it is about one-third, is it not?—No, it is 15*l.* for the first year, and afterwards from 15*l.* to 30*l.* according to the certificate.

1827. And the salary 90*l.*?—That is the amount of the highest salary of the year.

1828. And there is a house besides?—Yes.

1829. That is 113*l.* a year?—Yes. The special defect in the schoolmaster's position is, that there is almost no progress; it does not advance. A man who leaves us at the age of 21 receives a gross income of probably 90*l.*, (I am now taking a fair average case), and five or six years hence he has a wife and two or three children, and his salary is probably then not above 4*l.* or 5*l.* more than it was at first. The evil is a very considerable one, looking at it in its moral relation; not having had the command of such an income before, the young schoolmaster is probably tempted to spend the whole of it, and when he increases his wants by taking a wife, he is apt to be straitened. At the same time I must not be understood as saying that a large proportion of the schoolmasters get embarrassed.

1830. (*Rev. W. C. Lake.*) Would you think it right to say that they are an improvident class of men?—They are very ignorant of money matters; they are too timid, and, in very many cases, too conscientious, to be recklessly improvident.

1831. You said that it was a great drawback that they got no rise afterwards; do you think it also a drawback that there is no change in their position afterwards at all; do you think that it would improve their position if they could be made under-examiners, or something of that sort?—I doubt whether it would answer to make them examiners of elementary schools. I think that it is of great importance that the inspector should hold quite a different position from that of the schoolmaster. Other lines of advancement could possibly be opened to the most distinguished; but as regards their position as elementary schoolmasters, an important step has been taken by providing that a man can be advanced from one class of certificate to another in virtue of the condition of his school. The most wholesome stimulus than can be given to a young schoolmaster must, without

doubt, be some kind of advancement in the strict line of his duty as a teacher.

1832. Do you foresee any possible evils which would arise from having two classes of schoolmasters at work about the country, one a higher and the other a confessedly inferior class?—I do not think that there would be any considerable evils in it. I should be disposed to suggest that means should be provided for the lower class to rise, after having been at work for some definite period. If a man, by self-denial and hard work, chose to qualify himself to pass an examination, and if he showed great efficiency in his work, he might be allowed, after a time, to take the same rank with schoolmasters who have had greater advantages in training schools.

1833. Can it be said that that is done now with regard to schoolmasters who have not been trained in training schools; they are allowed, I believe, if they pass a certain examination to have advantages?—Yes, they are.

1834. But they are obliged to pass an examination, are they not?—Yes.

1835. There are no means of testing their capacity as schoolmasters except passing an examination, which in the case of a man above 30 must be a fallacious test?—That is a point which I think deserves to be looked at. I know instances of schoolmasters of 40 years of age, to whom it would be cruel to propose an examination, who are doing their work extremely well, and who deserve the advantage now possessed only by certificated masters; such cases are not numerous, but there are such.

1836. But yet no means are supplied by the Privy Council by which such masters can obtain any advantages except what you consider in their case a fallacious test in going through an examination?—No.

1837. And that you think a hardship?—I think it a hardship on those individuals.

1838. Can you mention any disadvantages which you think arise from the present system by which the schoolmasters are entirely men of one stamp of training?—For a large school I believe that the present class of trained schoolmasters is well suited; that I cannot doubt; but for the class of schools which I was speaking of just now there certainly is a class of schoolmasters wanted.

1839. (*Chairman.*) Does not the high rate of salary which the present class of schoolmasters acquire operate prejudicially to the progress and extension of education, especially in the agricultural districts, on account of the inability of those districts to raise sufficient sums to pay such high salaries?—I believe that the best schoolmasters, in proper situations, deserve as high salaries as they generally obtain; but I believe that the difficulty in regard to small agricultural schools would only be met by a class of men to whom it would not be unjust to pay lower salaries.

1840. (*Mr. Senior.*) What do you suppose is the average length of time during which a schoolmaster pursues his profession of a schoolmaster?—Mr. Moseley considered that a supply of five per cent., to make up for the annual loss, was a liberal one.

1841. That is 20 years?—Yes; I think that he has stated it in the report of 1851–52. He had examined some foreign statistics which I have never seen, according to which, I believe, they reckon four per cent. a year a sufficient supply.

1842. That is 25 years?—Yes.

1843. Do you think that a schoolmaster remains in the profession 20 years?—I should think for rather a longer period.

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1844. The Committee of Council state that they think they shall be able to supply 1,500 masters and mistresses a-year, what proportion of those do you think will permanently embrace the profession?—To that question I cannot give anything like a satisfactory reply. In regard to our men I think I can make a satisfactory statement as to their embracing the profession and carrying it on, and I believe that an equally satisfactory reply to your question could be given by several other training schools.

1845. What proportion of the whole number go into other lines of occupation?—I cannot state.

1846. In your own training school how is it?—I have here two short statements, the first relating to Queen's scholars, and the second to students not Queen's scholars, who have entered our institution since I came to it in 1851. Out of 325 Queen's scholars all of whom obtained certificates before they left, there are engaged, in the education of the poor in Great Britain, 296; in the colonies, four are so engaged; in private schools and tuition there are five, and in teaching music, two; five are engaged in trade or office work, having given up school-keeping on account of health or failure of voice, and three having left school-keeping from choice; one has taken holy orders, eight are dead, and one has been lost sight of. In regard to those who have not been Queen's scholars, I have a statement which relates to 127 students who entered the institution between 1851 and 1855, and who after residing for various periods from six months to two years, left the college, 77 of them having obtained certificates; of those there are engaged in the education of the poor, 82; engaged in private schools, three; left the occupation from choice or incompetence, 37; taken holy orders, two; dead, three.

1847. The number of masters instructed in the present training colleges appear to be more than with the utmost possible extension of public education can be required?—I think so.

1848. (*Rev. W. C. Lake.*) If the Government turns out such a large supply and pays for their support, does not it virtually very much discourage any other class of men from coming into the market?—I believe so.

1849. And at the same time it is impossible that its own class of men should be paid for, because they ask such high salaries?—Yes. If the Government trains too many teachers, it must, in fact, be educating them for other occupations, with a great deal of technical machinery utterly thrown away, so as to serve the interests of no one. But this I believe to be the least side of the evil. The greater side would, I conceive, be the moral one. When a considerable proportion of trained masters are obliged to take to other professions, any student leaving a training school will feel himself entitled to choose the occupation which pays best. Now the students who leave the best training schools certainly at present feel a moral bond binding them to their calling; that bond will, I believe, be necessarily broken. Every student will follow his inclination or his interest. May I be allowed, in reference to this subject, to make an observation as to the number of schools? In the census of 1851 the boys' schools in connexion with the Church of England taught by masters were returned at 4,336—

1850. Certificated masters?—No, masters of all kinds. A very large proportion of those schools must have been taught by untrained masters; I should say one third at least. But admitting that there are 6,000 such schools in the country now, and that those schools can all employ trained masters, taking five per cent., the supply would greatly exceed the demand whatever provision, in reason, may be made for new

schools; there would only be 300 required to make up for the annual loss, and there would certainly be more than 500 turned out from the training schools, according to the present prospect. I am speaking only of the male Church of England training schools; the numbers which I have before me relate exclusively to them.

1851. (*Mr. Senior.*) It follows, from what you have just said, that the grant in respect of training colleges might be diminished?—The total grant may be too much, on account of the number of Queen's scholars who are trained. But I do not think it is too much on each student.

1852. But the total expenditure for the training colleges might be diminished, and diminished with advantage?—I must confess that I think so; but of course it must be considered how far it would be keeping faith with those who have built and founded those colleges.

1853. At all events no more will be required to be built?—I should think not.

1854. (*Rev. W. C. Lake.*) In point of fact, have the subscriptions fallen off since the Government have paid so much?—Yes, our subscriptions have fallen off from 1,500*l.* to 300*l.*

1855. Supposing that the Government reduced its grant, do you think that there exist any means by which the training schools could increase their own resources?—No, I do not. In reference to the men whom I was speaking of just now, who were not Queen's scholars, they were supposed to pay 25*l.* a year each, but as a matter of fact they only paid at the rate of 18 guineas a year; we could not get more from them.

1856. You mean originally?—Yes; they should have paid 25*l.*; they paid 18 guineas; and in the time which preceded my appointment the accumulated debts of students due to the college amounted to nearly 4,000*l.*, which have never been paid.

1857. Then the previous system, which may be called one of partly supporting students by subscriptions, did not succeed?—It did not.

1858. Would you say, then, that you think that there has been a growing inclination, on the part of the subscribers, as representing the public, to consider that the burden of the training schools ought to be thrown upon the Government?—Yes.

1859. Could you connect that at all with increased subscriptions on the part of those who have been originally subscribers to training schools to other educational objects, schools of their own?—Yes, mainly to schools of their own; the increasing zeal in the cause of education has that effect, decidedly.

1860. You mean that it has the effect of diverting money, which was originally given to the training colleges, to schools which are being founded all about the country?—Yes, so that the subscriptions become locally absorbed.

1861. So that the effect of increased educational zeal has been to spend a good deal of money on schools scattered over the country, but to divert the funds originally subscribed for the training schools?—Yes.

1862. (*Chairman.*) Do you attribute that effect solely to the cause to which you have now been referring, or do you not think that it is also attributable to the fact that the Government has come forward to bear all these expenses, and that, therefore, private individuals consider that their funds are no longer wanted?—I have no doubt that that impression may operate to some extent; but if we imagine a benevolent person living in a parish where little is going on in the way of education, when his attention is called to the subject, he finds that he can contribute his two, or five guineas a year to the National Society, or some other institution of the kind, and he does so. But after a while, probably through his own efforts, some educational machinery is set to work in his own parish or diocese, which has a special claim upon him.

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He then reduces or discontinues entirely his subscription to the society, or to the training school, and spends probably a larger amount on his own neighbourhood. To this, I cannot doubt, is chiefly due the falling off in the subscriptions of the National Society.

1863. I suppose we may gather from the various answers which you have given in the course of your examination, that you look upon it as quite impossible that training colleges can, under any circumstances, be self-supporting?—Yes, I do.

1864. And that therefore they must be maintained either at the public expense or at the expense of religious societies and charitable individuals, or by a combination of the two?—Yes.

1865. Do you carry those observations so far as to believe that they must be wholly maintained by one or both of those sources, or do you think that under any circumstances contributions from those who are to be educated in them can be brought to bear in aid of the other two sources?—I do not think that they can; and I think we have a practical proof of that impression being strong in the Committee of Council in their having given the sum of 10*l.* to each first-class Queen's scholar during his time of training, 4*l.* during his first year, and 6*l.* during his last year. That grant was awarded in consequence of complaints of poverty which were made by students to their principals, and it has had some tendency to meet the evil. But I believe that in a majority of cases the payment is injurious rather than otherwise, administered as it is at present, without discrimination, to all Queen's scholars of the first class. In one case out of six it may relieve a pressure, but I believe that in many cases the money is spent for objects more or less needless.

1866. (*Mr. Senior.*) Does not it go *pro tanto* to relieve the training college?—No, it is paid by the principal of the training college to the students.

1867. (*Rev. W. C. Lake.*) Is it not nominally for books?—Yes, and travelling expenses and clothes. But I believe that it is a salutary moral discipline for the students to be obliged to raise money themselves for that purpose during their time of training; although they may be in some cases painfully straitened by it, yet, taking them as a body, I think that they are not poor enough to make it necessary to burden the public grant in that way.

1868. (*Chairman.*) Have you observed an evil moral influence on the minds of the students from a knowledge that they are receiving an entirely gratuitous education?—If I have perceived it, it has been in a very slight degree, and I think that we have been enabled to counteract it; I believe that the moral tone of the Queen's scholars is on the whole good.

1869. (*Rev. W. C. Lake.*) I have heard the opposite remark sometimes made; that they forget that they are trained by the funds of others, do you think that you can trace that?—My own experience is satisfactory in that respect.

1870. Are we to collect that training schools, even to the present extent, being almost entirely supported by the Government, are a burden which, in your opinion, naturally falls upon the Government?—I believe so.

1871. (*Mr. Senior.*) Does not that in a great measure arise from the circumstance that the benefit of a training college is not local; you send from Battersea to Northumberland?—I believe that if the country will have trained masters it must train them for itself.

1872. (*Rev. W. C. Lake.*) How do you account for the case of the diocesan colleges having originally risen and for some time been supported without Government aid?—Their operations at that time were

admitted to be very imperfect and unsatisfactory; they were struggling on with a very small number of students and an inadequate staff of masters. I believe that large training schools are desirable, in order that there should be a sufficient staff of masters. There must be, I believe, at least four or five resident masters to carry on the work well, whether there is a large number of students or a small number; and of course if there is a small number the cost is too great. *Rev. S. Clark, M.A.* 17 Jan. 1860.

1873. (*Chairman.*) What is your mode of enforcing moral discipline, and what difficulty do you experience in enforcing that discipline among the students?—We have no punishment but expulsion, and that, I may say, we never resort to. We have a set of rules of discipline, which are printed; each student has a copy, and we make a point of explaining each rule very fully to them, giving them any amount of explanation for which they may ask; but that explanation being given, we require them to observe the rules with great strictness. The discipline gives us but little trouble.

The witness withdrew.

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1874. (*Chairman.*) You are the Principal of the Whitelands Training College?—Yes, with the title of chaplain and secretary.

1875. That Training College is under the National Society, is it not?—It is.

1876. How long has it been instituted?—Since 1841.

1877. Did it originate with the National Society, or has it come under its direction since?—It originated entirely with the National Society. It was planned out by that committee. A sub-committee of the National Society took two comparatively small houses, as they then were, in Chelsea, and started the institution upon a small scale. It grew up under the National Society in that form till 1850, when the National Society transferred the management to a separate council, undertaking to make for the future an annual grant out of the subscription fund of the National Society for its support.

1878. What is the grant now?—The grant this year is 700*l.*; it is coming down to 500*l.* a-year in the course of the next two years; it was when the council was established in 1850, 1,500*l.*

1879. What number of pupils does your college contain?—109.

1880. Upon what principle does the gradual reduction of the grant take place?—In consequence of the success of the college. The college having become full, and the students having, without a single exception, for the last three years, passed the government examinations, the sums earned from the Government have become proportionably larger than they were before.

1881. The sums contributed by the National Society are reduced in proportion as the sums received from the State increase?—The sums are being reduced now partly in that proportion, and partly because considerable sums of money are now received from our practising schools, as much as 300*l.* a-year; whereas a few years ago we were not making much more than 100*l.*, and also because the National Society, in consequence of the withdrawal of the Queen's letter, has been compelled to reduce its expenditure, and withdraw parts of its grants to training schools.

1882. Then the training school has now an element of self-support greater than it had a few years ago?—Yes, as far as the schools are

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concerned; but that compared with the whole expenditure is not a very large element.

1883. What income does the school derive independently of the government grants and the National Society's contribution?—The income arises from those two sources; it arises also partly from the payments of the pupils, which payments are now made by the Government grant, the students being all Queen's scholars. This source of income is only the repayment of the actual cost of maintenance, and must be distinguished from the Government grant, which is what the institution earns by the success of the students at the annual examination. The income also arises partly from private subscriptions paid distinctly to the college itself, and partly from the fees of the children attending the practising schools.

1884. Do any of the pupils contribute any sums, however small, to the funds of the institution, apart from the sums which they derive from the Privy Council grant?—Whenever we receive pupils who are not Queen's scholars they pay 20*l.* a-year for their own maintenance; but if our pupils are, as they have been for the last two years, all Queen's scholars, the government pay entirely for their maintenance; the Government pay 17*l.* a-year, and do not allow us, but strictly forbid us, to receive any payment of any kind or sort, under any pretence, from the pupils themselves.

1885. Then as at present conducted, and for the last two years, the establishment at Whitelands has received no contributions from any of the pupils within its walls?—The contributions have been very slight, not more, perhaps, than 30*l.* or 40*l.* per annum, in consequence of vacancies occurring in the course of the year, which have been filled up for the short intervals, during which time fresh pupils could not be obtained from the Government sources of supply.

1886. (*Mr. Senior.*) I understand that you are open to receive both Queen's scholars and persons who are not Queen's scholars, but who come altogether at their own expense?—Yes; we are.

1887. But practically, the number of Queen's scholars is so large, that you only receive the others very exceptionally?—And, also, because the Queen's scholars, whether they have been pupil-teachers or not, are found invariably to be better students, both more apt to receive instruction when in training, and much more capable of receiving that kind of instruction, which fits them for the practical duties of schoolmistresses; therefore, the preference is given to them, and they exclude all others.

1888. (*Chairman.*) The training institution at Whitelands is solely or girls, is it not?—Yes.

1889. It always has been so?—Yes.

1890. To what extent do you consider that the education, which they have received within the walls of that institution, has fitted them practically for the after business of their profession; do you consider that the education, which they receive within the walls of Whitelands, is of a higher description than would be required in the schools, which they afterwards have to teach, or is it proportionate to what is required in these schools?—My experience leads me to say, that it is not at all beyond what they actually require; that the best educated of our students are still not (with very rare exceptions, at least,) up to the highest standard of what is required from us, at some of the best and most important National schools in the country; and that those who do pass the Government examination, and get a tolerable place in the class list, are very frequently persons who have not that general information, and that power of teaching subjects in an intelligent way,

which we should wish to see, and hope to see some day, in the teachers of the country.

1891. Will you explain what is the curriculum of education at Whitelands?—We have our curriculum arranged for us now by the Committee of Council on Education, it is the result of a great many years of inquiry. In the year 1847 they first sent an inspectornts ascertain what we were doing; each successive year fresh experime to have been made, sometimes enlarging, sometimes diminishing, the course of studies. The examinations at Christmas have shown how far the arrangements of each year had been practicable and conducive to good, and after great consultation with every principal and every body of managers of a training institution, the Committee of Council have at last brought out a syllabus, which we tried last year and found thoroughly successful, which is now slightly modified, so that the syllabus, each year, may not be precisely similar to the one which preceded it. This is the curriculum (*handing in a paper*). It is published, I believe, in the Minutes—it is, I know, published in the National Society's monthly paper. Students come to us for two years, they enter in January. They are classed as students of the first year and students of the second year. The Scripture subjects for the first year are, one book of the Old Testament particularly—the whole of the Old Testament in a general way; one Gospel, and half of the Acts of the Apostles. For the second year, one book of the Old Testament, the same Gospel as for the first year, the whole of the Acts of the Apostles, and two Epistles. The Church Catechism is taught in both years; rather more fully in the second than in the first. The history and contents of the prayer book rather more fully in the second than in the first year. Penmanship, to which very high marks are given, and of which a great deal is required, is called for in the examination, not only in the writing of exercises, but as a distinct exercise by itself. In the English language the simpler parts of English grammar and the power of putting any passage into other words and explaining the actual meaning of the passage, are required, together with the repetition by heart of some two hundred lines of a book of poetry, and a tolerably good knowledge of one book, such as a Book of Paradise Lost or the first book of Wordsworth's Excursion, or one book of Cowper's Task. In school management the inspectors call upon us to keep a very careful record of every step which is taken in the practising schools, where the young women are constantly employed in exercising the duties of their future office under supervision and subject to criticism. Lectures on this subject by a special lecturer are also given, an outline of which has to be shown to the inspectors, and the inspectors also hear every single student give a lesson before that pupil leaves the training institution. As regards history, some one period is chosen for study for both years. In the second year, the students are required to know more of it, partly, perhaps, from private study, than in the first year. In geography one considerable portion of the earth is taken for the second year's study. It was Asia last year; it is North America this year; but the examination of the students of both years turns chiefly on such subjects as the physical and political geography of Great Britain and Ireland, and the dependencies of the British Crown. In domestic economy the pupils are practised, in the laundry, in the kitchen, and in every conceivable form of household work, and have also instruction given to them as to the meaning and reason of things; for instance, with regard to materials why some are more applicable to certain purposes than others, how the quality of such materials may be judged of, and what ought to be the

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price of such articles, and how they can be used to the greatest advantage. Lessons on food, on the relative nutritive properties of different kinds of food with practical instruction in the preparation of food, constitute an important part of the instruction in domestic economy; besides which a considerable time is given to the practice of needlework and cutting-out, and the pupils are required at the examination to give proof of their skill and ability in that respect. In arithmetic a thorough knowledge of fractions is the highest point to which they are generally carried, connected with a certain amount of instruction in book-keeping, because it is found now that very many females are employed in shops in managing that part of the business. In elementary drawing they follow the usual course prescribed by the Department of Science and Art, but they are not expected to do more than to acquire the art of free-hand drawing, or the power of drawing simple objects from memory. The Council at Whitelands sanctioned the introduction of this subject, because great additional interest is given to a lesson if the teacher can turn round and with tolerable ease illustrate her subject, whether it be a map or an object, by the use of chalk on a black-board. In music, vocal music is the chief element of their instruction, with a view to their usefulness in teaching school songs, and also in leading, more or less, the singing of the children in church; but the examination tests more particularly their knowledge of the theory of music, which is taught distinctly as a science; the examination cannot, to any extent, test their ability as to vocal power, or as to the power of handling any instrument.

1892. Is much time devoted to the instruction given under the head of domestic economy, such as the duties of the laundry and the kitchen?—In the industrial work there are twelve students who are employed one hour a day to sweep and dust the rooms. Every student makes her own bed, and spends an hour in putting her own place thoroughly to rights; four students spend three hours a day preparing for the dinner and the tea, and clearing it all away. One goes for four hours into the kitchen, to assist in preparing the larger dinner of the pupils; one goes into the kitchen for three quarters of an hour daily, to assist her, or to prepare a small dinner for herself or some few of her fellow pupils, such a dinner as she will afterwards prepare, when she comes to be a schoolmistress. During this time these two students, every day, have to get together the materials for making a loaf of bread, and to bake it. There are twenty-four of them who spend there hours a week in the laundry, and one who has to sort out all the articles when they come from the laundry.

1893. (*Rev. W. C. Lake.*) Do you think that the elementary work is sufficiently attended to generally in the training schools for females. I mean the simpler kind of work as compared with what may be called the higher branches?—I think that we have to a very great extent excluded the higher branches, for the examination has been simplified each year; the questions bearing upon the higher branches have been put into a supplementary part of the paper, and we are not allowed to touch them till we have thoroughly done the lower part; and in each examination the inspectors have put their questions with a view to the elementary part, and have impressed most strongly upon us the fact that the marks will be awarded according to proficiency in the lower parts more than with regard to any higher answers which the student may be able to give.

1894. In point of fact, looking at the results of the examination, have higher marks been given for proficiency in the more elementary branches than in the higher branches?—I have no doubt of it. The

proof of it, I think, lies in the fact that for three years every single pupil has passed, and most of them have got pretty good places in the list, many of whom could not possibly have touched what may properly be called a higher subject.

1895. Such a subject for instance as reading distinctly, and of course implying the power of teaching reading, is very carefully attended to?—The inspector hears every pupil read in the course of the year, and records his impression, and we are told by him that the same number of marks are given for that impression as are given for the whole of any of the best of the other papers.

1896. What means exist in the examinations of testing the capacity of a schoolmistress for undertaking the management of a school?—The inspector in the course of the year hears those who are in their second year give a lesson, and from that lesson, drawn up with great care and given after a vast deal of preparation, he is able to judge very largely as to those qualifications which are essential in order to the good management of a school. But we are also required to send in a statement ourselves of the impression formed during each fortnight with respect to the young woman when she is working in one of the schools.

1897. Are you not in that answer rather mixing two things; is not the lesson which the young woman goes through intended to test her power of teaching rather than her power of managing a school?—It must be so, and it would not be easy to test practically the power of managing a school, because when the numbers are so large you cannot entrust the management of any one school to the pupils in succession without utterly ruining the management of the school.

1898. Do your impressions as conveyed to the examiner exercise any influence on the result of the examination?—If our impressions are unfavourable they take away marks from the school management paper, but the marks are not graduated according to our graduated expression of opinion.

1899. You mean that your impressions may take marks away, but do not give marks?—Yes, it is one positive impression, Yes or no, but we are not expected to give a graduated statement of our impressions.

1900. (*Chairman.*) Upon what points are you to give your impressions, as to moral conduct or ability, or application, or what other points?—With regard to school management we have to say whether the order and discipline of the class has been good, whether a sufficient amount of work has been done in the time during which the teacher has been giving the lesson, whether sufficient individual care has been bestowed upon the separate children; whether sufficient pains have been taken in the preparation of the lesson previously to the teacher coming in, and whether altogether the class entrusted to her during the fortnight has presented that orderly appearance and been so controlled, so disciplined, and so taught as it should be, supposing that class were permanently managed by that young woman.

1901. At what age do you admit pupils?—At 18, by our rules; but the majority of those who come are 19; many are 20 and 21.

1902. And you allow them to remain two years?—We require it as an absolute rule.

1903. (*Mr. Senior.*) Supposing a pupil to be fit to undertake a school after one year, would you allow her to go into it?—We have never found that to be the case, according to our notion of fitness. We find that the moral tone of the girl; her whole manner and womanly bearing; and her power of dealing rightly and properly with children,

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depend very much more upon the second year. Taking the case of the very best of our pupils, they are the persons who themselves always acknowledge that the second year is more important than the first, and who invariably are the least willing to go out at the end of the first year; sometimes owing to ill health they are obliged to go out, but the higher they stand in our class list, the more unwilling are they to go out, even when health compels them.

1904. Is their health satisfactory?—I think we may speak warmly upon that point; the difficulty lies in the five years' work of the female pupil-teachers before they come to us, during which time they are in process of growth, and I am afraid several feel it strongly. From my own inquiry this last year among the 145 candidates who have applied for admission, I found some 19 whose health was such that I declined them at once; but when they do come to us they are freed from many causes which disturb their health; they are not exposed unnecessarily to the air; they have regular times and regular food, and we have found from a careful inquiry, which the Committee of Council instituted last year, that whereas some 27 at the beginning of the year, when admitted, were found not to be in good health, when the middle of the year came there were only 13 of those who were not then in good health, and when the year came to an end there were very few of those 13 whom our doctor (and he is a very conscientious man) could not pass as being in decidedly good health.

1905. You think then that on the whole neither good nor harm is done to the health of the pupils?—I am sure that our medical man, Mr. Ellis, would confirm my statement strongly; he is a man of large experience, he is quite of opinion that many girls improve most decidedly in their health during the time of the residence; it is only those who are hopelessly ill when they first come in who are found to be unable to meet the requirements of the establishment.

1906. But those you generally reject?—Now we do.

1907. (*Rev. W. C. Lake.*) But in past years you have found a good deal of illness at the commencement of a girl's career?—We have found not a great deal; we have found some.

1908. You are aware that there have been considerable complaints on that subject?—I have heard of such, and when individual cases have come before my notice I have been often able to account for them. Trouble and distress has fallen upon the girl, and she has become very ill, and it has been thought to have been occasioned by the work of the training school, whereas it has been from personal grief, or something easily accounted for. We have had much less ill health since we have had pupil-teachers. Girls who had come straight from a farm-house or from service, and who had never been called upon to exercise their minds continuously, when put into such work were often found to break down, and occasionally disturbances of the brain took place, but since we had pupil-teachers who have been enured to head work for five years we have been, I think I may say, entirely free from that class of illness.

1909. Still I understood you to say that pupil-teachers have frequently brought a good deal of ill health with them?—There is a good deal of ill health which belongs to them in consequence of physical weakness, peculiar to their time of life, which the continuous labour of working in the school touches.

1910. (*Mr. Senior.*) Do you think that many girls suffer during their period of pupil-teachership?—I am led to think that.

1911. What proportion; do you think that half suffer?—No.

1912. A quarter?—No. I have no data to go upon, but the one

simple fact that I had to reject 19 out of about 145 ; not because they were all ill themselves ; the parents of some were consumptive ; some had lost their brothers and sisters by consumption ; but still there was a more or less unsatisfactory character about their health.

1913. As comparing the pupil-teachers with the girls who are not pupil-teachers, which were strongest at the beginning of their career ?—I hardly know how to compare the two.

1914. I wish to ascertain whether the sedentary life of a pupil-teacher has been, on the whole, better or worse than that of a cottage, or farm-house, or of service ?—The work of a pupil-teacher is necessarily, under all circumstances, trying, because of the going to and fro to school, and the intellectual labour required at the school. Of course, generally speaking, those engaged in farm-work live in the open air, and are robust ; but those who came to us as ordinary pupils were frequently persons who broke down in their other work ; whereas the pupil-teachers are the best of their class, and we get, perhaps, in regard to health, the best of the pupil-teachers.

1915. (*Chairman.*) What number of hours of mental work do you require in a day ?—I should say, including music and drawing, from seven to eight hours a day, as nearly as I can state.

1916. You do not find that too much ?—I do not think it is.

1917. (*Mr. Senior.*) How many hours are they in the open air ?—They nearly all have one hour's walk a day ; but they have also a great deal of moving to and fro from lesson to lesson, and in the domestic work of the house.

1918. How much time have they in the open air ?—An hour a-day is the general amount.

1919. Do you think that enough ?—We find practically that it keeps them in good health ; it is difficult in London to get much out-door walking.

1920. Have you any drill ?—No, we have not ; we had many years ago when I first went to the college ; but it ceased.

1921. Why did it cease ?—I do not think that it was considered to be practically of benefit to them.

1922. It is said to be very useful to the boys; Mr. Clark, who has just been examined, says that he gives them an hour and a quarter every day, and that it is exceedingly useful ?—The impression which we had at the time was, that little good came of it.

1923. (*Chairman.*) What modes of recreation have they ?—I do not know that they have anything beyond a daily walk, or during the intervals between the lessons ; in the evening they gather together in the large rooms, and I believe they dance a good deal ; and they have a piano and an organ to turn to for music ; and they join together for singing, and when the weather permits they move about a good deal in the garden and amuse themselves there, not with any special amusements. They prefer rather the practice of walking about in the company of one another.

1924. (*Rev. W. C. Lake.*) Have they any strictly private time, or do they pass their time in common—is it impossible for them to have any strictly private time ?—I think it would be ; you would never be sure that such time would be properly spent ; there are times when they may go up to their dormitories and occupy themselves in any ways they think fit ; during the intervals between the lessons they are at liberty to do that, but there is no time specially set apart during which they are expected to be by themselves one by one.

1925. But there are times in which they can if they like go by themselves ?—Yes, in their dormitories, where they may do what they please.

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1926. Have they each a private sleeping-room?—Yes; the rooms are long rooms, with partitions coming away from the walls; and at the end of each partition a curtain can be dropped down, so that they are strictly private.

1927. You are aware that, it not being permitted to the boys to go to their dormitories except at night, it is practically a matter of extreme difficulty with them to have any private time, but that is not the case with the girls?—The girls are not allowed to go to the dormitories during the teaching hours, because they ought to be with their classes; but when there are no lessons going on they are at liberty to do so, and, in fact, they are obliged to go up continually to wash their hands. As a general rule they have so many sitting-rooms, and they can break off into little parties, and they can have one of the class-rooms or one of the lecture-rooms, for a certain number of them, and they prefer that; they are not much disposed to go into their own rooms.

1928. (*Chairman.*) Is the demand for schoolmistresses from your institution great at present?—Yes.

1929. Has it been increasing of late?—I do not think that there has been much difference; it goes on all the year round; and I should have put it at a rough estimate (for very much is done by personal calls, of which we have no register or record), at something like 400 a-year.

1930. Of which number you are only able to supply how many?—Fifty-five.

1931. How do you select from such a number of applications those which you comply with?—We can only appoint at Christmas; that eliminates a great number of applications. We begin to make our appointments in the months of August and September. As the schools then come in, we consider which offers are the most suitable, and whether we have a student who belongs to that part of the country from which the offer comes, and so on; and we make the arrangement with the consent of the pupil herself, and after a good deal of consultation with her friends, her parents, her former clergyman, and others. Thus by degrees during the last four months in the year, one by one, they all get their appointments.

1932. What is the highest and what is the lowest salary which any young woman receives, in the first instance, upon leaving your establishment?—The salary consists of so many items that I must specify them: there is a payment from the managers of the schools, there is an augmentation grant paid annually by the Committee of Council, there is a payment made to the schoolmistress for having taught the pupil-teachers, and there is a residence found. We find that our pupils all have residences found for them or a sum of money allowed in lieu of a residence. Some few of the pupils get 50*l.* a-year from the school managers, the majority of the pupils receiving 40*l.* a-year from the school managers, a small number of them receive 35*l.* a-year from the school managers. The augmentation grant from the Committee of Council is always very much the same—10*l.* the first year, except in small country parishes where the rural minute doubles it, and after the first year about 15*l.* a-year. The payment which they receive from the pupil teachers varies according to the size of the school, that is to say, according to the number of pupil-teachers appointed in it.

1933. Averaging about how much?—£9 a year.

1934. So that, speaking generally, the lowest emolument which any young woman receives upon first entering on a school, from your establishment is about 55*l.* a year?—Yes, with a furnished residence.

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1935. Do you find, practically, that out of the 400 applications which are made to you in the course of the year, many object to such large payments, and consequently fall off from their first application?—In the case of all the applications which come to us at the beginning of the year, having no ability to supply, we go into no question about particulars. When it comes to a time to make that inquiry, we generally find that the requirements at Whitelands are very generally known, and those only apply to us, I presume, who have it in their power to make those offers. I find that if I write and say to a person, "I am very sorry that I am not able to supply you," I very often receive for an answer, "Is it because I have not offered enough? "Because, if so, I will willingly give you 5*l.* more."

1936. So far as your experience goes then, the large payments which are made, or at any rate large compared with what were formerly made, by school managers, do not deter them from applying to your institution for schoolmistresses?—I think I ought to say that we have perhaps a considerable choice, and that what might be a great difficulty in very many parishes does not come under our notice; those only who are able to give these large salaries come near us, so that our experience is hardly a guide in general.

1937. But at any rate there is a more than sufficient demand for the supply which you can afford at that high rate of payment?—I continually refuse a considerable number of schools every year, because the offer made by the school managers is much larger than what I think the pupils whom I have to send out at that time ought to receive.

1938. (*Mr. Senior.*) From what class of life do the Queen's scholars come?—To a very great extent from the lower class, the positive labourer, and the artizan of small means, and that is a point which has attracted great attention; they also come from the keepers of small public houses, and all the lower grades of society; but we are very anxious to obtain, if we can, a supply from rather a higher grade of society, and with a view to that Miss Burdett Coutts published and circulated very largely indeed a circular, which received the sanction of Lord Granville as President of the Committee of Council, to induce people of the middle classes to send their daughters into this profession, and we are all very strongly of opinion that it would be an immense boon to the cause of education in general if persons of better home training and better home circumstances could be induced to come in; it would tell in many ways, and particularly when they first leave us, when the income of a schoolmistress is sometimes twice as much as that which her father receives who has a whole family to bring up upon it.

1939. (*Rev. W. C. Lake.*) Have you seen instances in which that last fact which you have mentioned has operated badly?—I think that they do not know how to spend their money, and that consequently a good deal of money is spent very foolishly, particularly in dress.

1940. (*Mr. Senior.*) A friend of mine in the country, a lady of considerable experience in schools, told me that, generally speaking, when a young woman came to a school she was put into a cottage, which she managed herself, and that she was ignorant of the value of money, and the mode of its employment, and in fact, generally speaking, was quite strange to her new mode of life. Do you think that that is true?—To a certain extent it must be true; but I think they very soon find their way through that difficulty. It is one which we always meet beforehand by giving them distinct lectures upon the particular subject, telling them what the sort of way is in which others have found that their money has been best spent, and just putting them in

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the way of finding out for themselves what the value of money is. Of course, like all others, they have to learn what housekeeping is by housekeeping when they first go to it.

1941. (*Rev. W. C. Lake.*) Should you say that they were taught sewing carefully at the training schools?—A considerable part of the time is devoted to sewing, and a very important part of the examination is occupied with specimens of sewing which are afterwards sent to one and the same experienced sempstress in London, and marked off by her, and the results of the examination are very largely affected by the arrangement which she makes of the specimens so sent to her.

1942. Have you in past time received, or do you now receive, any complaints that the young schoolmistresses are negligent upon that point when they have undertaken a school?—I think I may very honestly say, that such complaints are very rare; that there is not more complaint made of want of sewing than there is of any other fault; of course, here and there we are liable to disappointment in the students.

1943. It has not existed to a large extent?—Certainly not to a large extent; there are only casual instances of failure in that as well as in anything else.

1944. From any complaints which have come to you, in what point would you say, if you were to select any one, that young schoolmistresses are most commonly found to fail?—I should be puzzled to select a point. To say the truth, I do not know very much of the history of the students who have left me. A great many people call, some few write, and they come and speak kindly; they speak warmly about services, but I do not attach too much value to those kind expressions which are made in our presence. In the event of comparative failures many persons taking our students do not think it necessary always to write to us; perhaps they refrain from a kindly feeling from so doing.

1945. You do not know much about complaints?—Not in such a way as to be able to give a trustworthy opinion.

1946. Would you say that such a case as the following would be a very rare one, from a good training school:—"I found a school under "a mistress, who took a very high place, fourteenth, on the list of "Queen's scholars, at the completion of her apprenticeship, who was "trained at one of the best normal colleges in England, and had been "placed in the first class as a student, both of the first and of "the second year, who had had charge of her school 15 months, and "who was evidently a person of superior intelligence, and of admir- "able moral tone. The following are the notes I made of my exami- "nation, 'writing moderate; arithmetic not beyond compound addition; "'children only knew the beginning of the pence table, and no "'weights or measures. No grammar is taught; very little geography; "'and hardly any history. The reading is nice in tone, but quite in "'its rudiments'"?—I should say that such a case is a very rare one indeed; if I am called upon to select a governess for my own training school, or to pick out any for what would be called high promotion, I invariably go to those who have taken high places in the class list, and I find in almost all cases that even the moral tone of the pupils corresponds with those higher places.

1947. How do you think it is conceivable that such a case as I have read to you could be explained?—That the girl must have had her mind full of everything except the duties of her school.

1948. (*Mr. Senior.*) By whom are the questions for the Government examination of the Queen's scholars drawn up?—They come from the Committee of Council, and I presume are drawn up by such of the

inspectors as are deemed most conversant with each particular subject.

1949. Will you look at Nos. 2, 3, and 4, in that examination, which is headed "females—general examination of training schools, Christmas "1857." "2. What events are associated with these places Hobah, "Beerlahai, Roi, Mizpeh, Peniel, Shalem, Shechem, Luz. State "clearly the practical lessons or spiritual truths illustrated by one of "these transactions. 3. Describe the character of Jacob, and write "out the blessings which he pronounced on Judah and Joseph. "4. Enumerate in order the events recorded in one of these books, "Joshua, Samuel II., Kings I. or II." Does it appear to you that those are proper questions to be addressed to a girl of 19, who is going to teach in an elementary school?—The person to whom they are addressed has had the whole year to get up one particular book in the Bible. The object is to see whether or not she has read it over carefully, and is thoroughly familiar with that particular book, or, perhaps, if she cannot quite remember all the facts associated with one or two names, her memory may take a different turn, and she may recollect the course of events described in some other book of Holy Scripture, and practically I find very few things which give to a person such a command of Holy Scripture, and such a power of bringing the Old Testament to bear upon the New, and *vice versâ*, as that simple sort of analysis of each book which a person must go through, in order to answer question 4, which has reference to the Book of Joshua, the second Book of Samuel, and the first or second Book of Kings. The first two would practically be found by a student under examination exceedingly easy, the third would not be found quite so easy, but it would be a proof, if she could answer it, that she had a knowledge of the Bible which she could turn to account wonderfully when she came to teach a school.

1950. You do not think that too much attention is paid to minute details?—It must be recollected that their memory is exceedingly retentive at that time of life, and that they can easily learn by heart 200 or 300 lines. If they have a small portion of Scripture, which they can read over several times, considering how they can use the several facts in giving lessons from it, you would be surprised to find how readily these minute details fix themselves upon the memory.

1951. (*Rev. W. C. Lake.*) And the questions are on a comparatively small portion of Scripture, which is mentioned for the examination?—Yes, which is mentioned in the syllabus at the beginning of the year.

1952. (*Chairman.*) Are you enabled to state what proportion of the young women who leave your establishment to become schoolmistresses remain in the profession, and for how long a time?—I can only speak from the facts which come under my notice; my information may be very imperfect. As far as I have been able to get up any record, we have sent out 586 since 1841; out of that number 19 have died, 115 have married, many of them to schoolmasters, and continue to act as schoolmistresses; some to persons otherwise engaged, and have after a few years' time, when the first troubles of a family have been surmounted, written to us and asked us to get them into employment again; and there are 452 of whom I know nothing to the contrary but that they are still working on in their profession.

1953. (*Mr. Senior.*) Can you give any guess as to the period during which a schoolmistress continues in the profession?—It would be a mere guess; I have no real facts to go upon.

1954. (*Chairman.*) Are there any points which you have come

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prepared to answer, upon which you think it desirable to give us any information, on which we have not put questions to you?—I have looked carefully at that part of the inquiry, and I do not see that I have anything to say, excepting that I am sure the council of Whitelands would wish to leave on record a very strong expression of their feeling with regard to the Committee of Council, that in all the transactions which have taken place, very strict and important inquiry, into our actual proceedings as to what we had done, what we wished to do, and what we found it possible to do has always preceded every regulation which they have made, and that year after year important conferences before important meetings of our council have taken place, and the most earnest desire to co-operate freely and cordially and sincerely for the public good has been manifested on both sides. I do not myself see that anything has been left undone by the Committee of Council, and I do not know that we could have done anything more ourselves to carry out the objects for which the large sums of money are entrusted to us, as well as the voluntary contributions; I therefore am not able to suggest any defects beyond the almost trivial defects, which are of yearly occurrence, and which are being remedied year by year.

1955. (*Mr. Senior.*) Have you found the contributions fall off?—We have never received any great amount of voluntary contributions ourselves; our voluntary contributions have come to us through the funds of the National Society; which funds we have released in consequence of the larger grant which we have obtained from the Government.

1956. Then you have nothing from private contributions?—Yes; we have rather more than 100*l.* a year, the parties who would contribute to us contribute to the National Society, and consider that in so doing they are supporting Whitelands.

1957. (*Rev. W. C. Lake.*) Has there ever been any question of a retiring pension for schoolmistresses who are past their work?—I do not think that that question has been raised, because I do not suppose that we shall have a large body of retiring schoolmistresses. I think that they will more often than not get provided for.

1958–63. (*Mr. Senior.*) In what way?—By marriage.

The witness withdrew.

Adjourned till To-morrow at 12 o'clock.

The following remarks and suggestions are sent to the Education Commissioners in compliance with the request made by the Chairman at the close of the examination of the Rev. Harry Baber.

I. Health of Students.

Public attention having been called to the question of the health of the students in the Training Schools, it is important that the following facts should be known. The Committee of Council call for a distinct and separate report of the health of each student at the beginning and end of each year. This report is made by a responsible Medical Officer, as the result of his "personal observation" in each case. Every fact which a careful medical inquiry can elicit is thus brought under the notice of the Committee of Council. This most valuable regulation compels the Training College to institute a previous enquiry to ascertain the exact state of health of every candidate for admission. Alluding to this previous inquiry, the Committee of Council, in a letter dated 14th July 1859, say, "The attention of my Lords has been called

" to the very searching form in which the authorities of the National Society's " College of Schoolmistresses at Whitelands collect the needful particulars " as to the health and other matters respecting the candidates whom they " propose to admit. Such information as to health must necessarily be a " great assistance to the Medical Officer of the College in making up his " report for transmission by the principal to the Committee of Council." The form alluded to requires the pupil-teacher to say whether any member of her family has died by consumption. It causes the schoolmistress to state the exact period of the pupil-teacher's absence from school, and the causes of such absence, and it contains such questions as are usually addressed to a Medical Officer. The candidates who have passed through all this inquiry are not enrolled as students until they have been once more separately examined by the Medical Officer of the College. All this previous inquiry is instituted to save the expenditure of public money upon those who may not ultimately be able to render service to the cause of elementary education. It brings to light a great deal of sickliness, showing that many of the female pupil-teachers do suffer from the strain put upon them during the five years of their apprenticeship. They have to work for five or six hours in the school; then to receive instruction from their schoolmistress for an hour and a half. They are frequently required to give up time daily to the preparation and putting to rights of the school-room. They have to work up at night the lessons which they have received in one day, and to prepare for the lessons of the next day, and they have to come to and from school in all weather. For many girls between the ages of 13 and 19 this is too great a strain. It is not easy to see how the work itself can be lessened. But perhaps the evil would be reduced to narrower limits if the precautions adopted at the Training Colleges were previously applied during each year of apprenticeship. A searching medical inquiry might be made, and the apprenticeship of a pupil-teacher might be refused or stopped before the public expenditure is wasted and the health of the girl impaired.

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The result of this system of previous inquiry at Whitelands is most encouraging. Before it was instituted some few of the sicklier candidates gained admission, and were constantly on the sick list. This gave rise to the report that the work of the Training School injured the health of the students. The fact was that those who suffered had come in with enfeebled constitutions, and would have suffered anywhere. Now that the pupils are known at the time of admission to be either in strong health or free from positive illness, there is no longer any difficulty as to their health. There has never been an instance of a girl reported to the beginning of the year as in good health who had to be otherwise reported of at the end of the year. But there have been very many instances of the girls reported at the beginning of the year as not strong, who, at the end of the year, have been declared by the Medical Officer to be strong and in good health. This may be easily accounted for. They have no oppressive mental labour. Their studies are made easy, as all the subjects of instruction are worked out for them by their teachers. They have a great deal of variety, coming in daily contact with so many different officers and so many companions. Their occupations are varied. Needle work, singing, and the simplest kind of drawing coming in as a constant relief. They have ample time for recreation, and have no domestic responsibility. Their diet is far more abundant and regular than their own homes will generally afford. Under these circumstances the health of the students is good. The public apprehension which exists upon this subject is really without ground.

II. Payments of Queen's Scholars.

The Committee of Council have, in a letter dated 31st January 1860, informed the Training Colleges that a reduction in the general scale of expenditure has become imperative, and that the first step in this reduction is the refusal to make any further building grants to Training Schools. If the next step should be to diminish in any way the annual grants now made to the Training College, without any other alteration in the rules of the Committee of Council, the consequence would be a lowering of the efficiency of the Training College, or a diminution of the supply of teachers, and that supply, as far as concerns schoolmistresses, is very far below the demand.

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But there is a minute of the Committee of Council, dated 14th July 1855, requiring the Training College to refrain from making any charge at all to Queen's scholars. There are many pupil-teachers who could and would pay a part, if not the whole, of the College fee. This is proved by the fact that several pupil-teachers, who fail to get Queen's scholarships, apply at once for admission, and offer to pay out of their own resources any fee which the College may demand.

If the minute of July 14th were modified, the Training Colleges, at least in the metropolis, might put on such a charge as pupil-teachers could afford to pay. The Training College would not put on too high a fee, or it would drain its own source of supply. But, by degrees, the students who derive ultimately so large a share of the benefits of the Training College might be brought to bear a part of the expense. This would operate beneficially in many ways.

It would cause training to be more valued if it was obtained at some little personal sacrifice, and not free of all expense as at present.

It would encourage some persons who have been brought up in better circumstances, to come forward, but who now feel that it would not become them to be partakers of State assistance of which they do not feel the need.

It would open a new and legitimate source of supply to the Training College, for it should be borne in mind that Training Colleges owe their origin and existence to the very large amount of voluntary contributions that has been expended upon them, and that they never will be popular subjects for annual voluntary subscriptions. These annual subscriptions are wanted for, and given to, other educational objects. The Training Colleges must rely for their annual support mainly upon fees charged to students, and upon assistance rendered by the State.

III. The Rural-Minute.

The Committee of Council passed a minute, dated 26th July 1858, with a special view to the assistance of schools in rural parishes, by which they offer—

"(4.) To grant a stipend of 25*l.* per annum to male, and 20*l.* to female teachers, during the probationary period (*Minute*, 20 *August* 1853, § xi.) of two years following the date at which they have passed the examination now required for a certificate, including *The Schedule*, on condition that such period be passed either—

"(*a*) As principal teacher in a rural school not containing more than 1,200 square feet of superficial area in its school-rooms and class-rooms, or which can be certified as not needing, nor likely, to be attended by more than 100 scholars.

"(*b*) As second teacher under a certificated, or registered, head teacher in a school with an annual average attendance of not less than seventy-five.

"(5.) To leave all pecuniary conditions, beyond the public grants of 25*l.* or 20*l.*, to be settled in these cases between the teachers and the managers according to agreement."

Now the usual stipend paid by the Government to certificated female teachers never exceeds 10*l.* for the first probationary year, or 15*l.* for the second, not even when the female teacher has been trained for two years, and obtained a place in the highest class at the end of each year of training. But by this minute a student at the end of one year's training, who cannot get into the class list at all, but only gets scheduled, may, by taking a country school, get, from the Government, a payment twice as large as the above. It was supposed that the rule marked (5) would have obviated this difficulty; that the school managers would have reaped the benefit of the minute. But as far as the experience of Whitelands goes, the school-managers have always had to give the usual salary, and the whole benefit of the minute has been reaped by the female teacher. The only effect this minute has produced at Whitelands has been to make the students restless and discontented at the end of their first year, and to put some of the inferior teachers on a level with those who on all grounds are far more deserving.

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IV. The Supply of Female Teachers.

The inadequacy of the supply of female teachers forces itself upon the notice of the officers of Whitelands. Personal and written applications come in daily. Many school managers testify to this difficulty by saying that they are frequently obliged to keep the school for a time themselves, or even to appoint or retain a teacher with whom they are not satisfied, because they have no choice. School managers have sometimes complained at Whitelands that female teachers have thrown up their engagements for very trifling causes, knowing that owing to the pressure of the demand they are sure of easily finding employment.

The supply from the Training Schools cannot increase. But under due restriction another source of supply might be opened, which need not interfere with the training system now in operation; it would throw no additional burden upon the public grant. For instance, if a woman of 30 years of age or upwards continued in one school for three years, and at the end of each year her school and scholars satisfied the usual conditions of Government inspection, and if during any part of these three years she could pass a certain examination, let her receive an augmentation grant upon a reduced scale for the last two of these years, and at the end of the three years let her have all the benefits attached to a third-class certificate. All that would be required would be that these persons should pass an examination adapted to their case. At present the untrained and trained women are examined on the same papers, and that spoils the examination for both, making it too hard for the one and too easy for the other.

V. The Extent and Direction of the Course of Instruction in the Female Training School.

The extent and direction of the studies pursued at the Training College is a subject on which it is important that the Commissioners should be fully informed. It has been thought that the schoolmistress is over educated for her work, or that her education has not produced the best influence on her character. The experience of Whitelands shows that character and practical usefulness depend even more upon religious and moral training than upon teaching. But training requires time. A residence of two years is an absolute rule at Whitelands, that there may be time to watch, and cultivate, and develop character. Students who came for one year only would be thinking during the year of nothing but the mere headwork required to pass the examination, whereas our students, knowing that they have two years before them, settle down into quiet homely ways, and have time to acquire soberness and steadiness of disposition. But it is impossible to prevent this from telling upon the intellectual results. A good girl of moderate talents, conscientiously devotes herself to her work. By the steadiness of her application, and the diligent use of her opportunities, she cannot fail to do well in all examinations, and, consequently, when we want to select governesses for Whitelands we find that if all the higher classed students are not equally deserving of our confidence, those who really are the most worthy of our confidence are found in the higher places of the class list. Religion and morals cannot be tested by any examination. But a religious and good girl will, by her singleness of mind and purpose, derive her full share of the benefits of any course of instruction. Moreover, the Committee of Council have taken great pains to make the examination as practical as possible, and therefore require certificates from the authorities of the Training College as to character, and conduct, and practical usefulness. Thus the result of the daily observation of the students is brought to bear upon the examination, thereby rendering it impossible for a student who had any grave and noticeable fault of character to obtain a high place in the Government class list.

Wednesday, 18th January 1860.

PRESENT:

His Grace the DUKE OF NEWCASTLE.
The Rev. WILLIAM CHARLES LAKE, M.A.
The Rev. WILLIAM ROGERS, M.A.
GOLDWIN SMITH, Esq., M.A.
NASSAU WILLIAM SENIOR, Esq., M.A.
EDWARD MIALL, Esq.

HIS GRACE THE DUKE OF NEWCASTLE IN THE CHAIR.

The Rev. J. Scott.

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The Rev. JOHN SCOTT examined.

1964. (*Chairman.*) You are the Principal of the Wesleyan Training College?—Yes.

1965. How long has that Training College been established?—Eight years in October last.

1966. Have you been at the head of it from its foundation?—Yes.

1967. What number of pupils are there?—We had at Christmas 124, male and female.

1968. In equal proportions?—Not in equal proportions. The institution is arranged for 60 male and 40 female students; but being pressed by the applications of candidates, and the demand for teachers, the Government allowed us to hire a house in Vincent Square, and to place 12 female students there. We have also fitted up a house on the premises, built for one of our teachers, for the accommodation of male students. So that we receive 24 additional students.

1969. The college is under Government inspection, I believe?—It has been from the beginning.

1970. And receives Government aid in the same way as those colleges which are attached to the Church of England—the Battersea College, for instance?—Yes.

1971. Have you had much opportunity of testing the success of the college, as proved by the character of the schoolmasters sent out?—We have had these eight years' experience. Before the college was opened we sent students to Glasgow. We sent there during eleven years 442 students. When trained, they were placed in schools in different parts of the country. Some of those did not long continue teachers; they had not remained at Glasgow sufficiently long to be well trained, were found unable to carry on the schools with efficiency, and they discontinued. Many, however, have continued to this day; and seven masters now teaching in our college and schools at Westminster, very able men, were trained at Glasgow. We have the means of knowing that those whom we have sent out from the college are generally very efficient, and the schools are prosperous.

1972. What length of time do the pupils remain in the college?—Two years is our rule.

1973. Is that rule generally pretty strictly adhered to?—We wish to adhere to it in all cases; but when a student is not very likely to make much further proficiency, and is desirous of taking a school at the end of one year, in a few cases we have allowed him to do so. Some also at the end of a year have proved feeble in their health; it was questionable whether they could bear the application to study for another

twelve months, and in these cases we have allowed them to go out. The demand for teachers has been another inducement which has led us to comply with the wishes of some students to leave at the end of one year; but the rule has been to retain them for two years, and these are the exceptions.

1974. What is the character and the extent of the education which you give to the male pupils?—We go through the entire syllabus, as presented to us by the Government at the beginning of the year, taking the course of study for the first and second years, according to that syllabus; and our aim is, during the year, to prepare the students for the Christmas examination, so that whatever questions the Government may put, they may be able to answer them.

1975. Do you instruct the pupils in the higher branches of mathematics and chemistry, or any other science?—The first year, according to the syllabus, they receive lessons in Euclid, and in algebra, as far as quadratic equations. The second year we have our choice of two out of five subjects, physical science, including chemistry, mechanics, mathematics, English literature, and Latin. The selection for our second year's students the last year, was mathematics and physical science.

1976. Do you consider that the studies of the pupils in the college are carried beyond the point which is necessary for the studies which they have to perform in after-life or not?—We do not; but rather think that the study of these higher subjects improves the general capabilities of the students. We think that they would not study the subjects necessary to elementary education, arithmetic, grammar, geography, and history better, were these higher studies omitted; on the contrary, that these studies so enlarge and strengthen the mind as to make proficiency in the necessary branches of knowledge more easy and certain.

1977. How are they as compared with what they were at the commencement of the college; are they higher, or lower, or the same?—They are rather lower. The option of selecting one of five subjects the second year, instead of having questions set at the end of the year, which implied that they all had been studied, as was the case at first, is an improvement. At first we had questions at Christmas in Latin, Greek, and French, which are now omitted, unless the Latin is selected.

1978. Do you consider that the answers which you have given upon that point are equally applicable to the case of the female students as to the character and extent of the education being such as to qualify them for the duties which they have to undertake?—The syllabus of study for female students now presented at the beginning of the year is much improved, as compared with what it was at first. It has been rendered more practical, by the greater attention which it requires to be paid to school management and domestic economy. I do not think that the knowledge of arithmetic, grammar, geography, and history required is at all excessive, but, on the contrary, necessary and important.

1979. Is the industrial training which is given to the females similar to that which is given at Whitelands, so far as you are aware?—No: if they have at Whitelands, as I suppose, the means of giving practical instruction in washing, laundry work, and in baking and cookery, this training we have not attempted.

1980. Have you not attempted any one of those three?—We have not attempted practical instruction in any one of those three. If I have been rightly informed, at Whitelands the students are sent into

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the kitchen to learn cooking, into the laundry to learn washing and getting-up linen. In the first place we have no convenience for these exercises; and in the next, our time is so fully occupied in giving them instruction in the other necessary branches of knowledge, that we can only instruct them theoretically (which we take great pains to do) in domestic economy.

1981. (*Mr. Senior.*) What class of life do your Queen's scholars generally come from?—Some of them are poor children, who make proficiency at school and are selected for pupil-teachers.

1982. Children of labourers or of the lower artizans?—That may so happen; many of them are children of labourers and skilled artizans of a superior class; a few, children of small tradesmen.

1983. (*Chairman.*) Do you take them into the institution upon the recommendation of school managers, or upon what recommendation?—We are generally now supplied by pupil-teachers who have finished their apprenticeship, and that supply with us is at present abundant.

1984. But do you take them upon their own application or upon the recommendation of some responsible persons?—We have he testimonials of the minister where the school is situated, of the master, and of the committee; and besides we have frequent reports respecting them during the five years. We inquire particularly whether there has been any fault found with them by the inspector during his five years' visits, and we use every precaution to have them in every way certified as suitable persons.

1985. (*Rev. W. C. Lake.*) Do the children of parents of a superior class bear any considerable proportion to the children from quite the poorest classes?—The children of a superior class are much the largest proportion. There is a growing wish on the part of the more respectable mechanics and labourers to make their children school teachers; and some of our ministers have sent their daughters to our college for the purpose. There is a more general impression now than formerly that school-teaching is a desirable employment for young people.

1986. So that you would say that the numbers are increasing?—The numbers from this class are increasing, but it is quite open to the poorest person's child, if he becomes a good scholar in the school, and is well-conducted, to be presented to the inspector and adopted.

1987. (*Chairman.*) I think you said that the average number of males in the institution is 60?—We have at present 72.

1988. But 60 has been your number up to this time?—60 is the number for which the college was built.

1989. What number of applications have you for schoolmasters from your institution in the course of each year?—Rather more than half the number on the average are sent out each year, and they are all required to supply our schools; we often have applications which we are not able to meet.

1990. (*Mr. Senior.*) What is the proportion of schoolmasters whom you send out for the higher schools, for the lower, and for the very elementary ones?—Our aim is to make every school that we undertake to supply with a teacher, a first-rate elementary school; and, if the parents will allow their children to remain long enough under instruction competent to carry them to any point of learning which they may desire; and this we apply to the merest village school in the country, as well as to the first school that may be established in any of the large towns.

1991. But do you find that in the village schools in the country you can retain pupils sufficiently long to enable them to make considerable practical progress in the higher branches?—My impression is that we

retain the children in the smaller schools better than we do in the large towns, where labour for children can be more easily obtained, and where the temptation to withdraw them from school is perhaps stronger than it is with an agricultural population.

1992. Up to what age can you generally retain them in an agricultural population?—That varies greatly, but we join in the complaint, which is universally made, that we cannot keep them long enough. We are trying all we can, by public meetings and visits to the parents, to counteract that practice.

1993. Up to what age generally can you get them to stay in agricultural districts?—We have not any returns that will enable me to answer that question.

1994. (*Rev. W. C. Lake.*) Are your schools very numerous in the agricultural districts?—At the time of our last returns we had 445 day schools, and perhaps half of those schools are in the agricultural districts, taking the towns situated in those districts.

1995. (*Mr. Senior.*) The number of 445 schools supposes how many scholars?—At the last return we had 59,414.

1996. Is that on the books?—Yes, and actually attending the schools.

1997. (*Rev. W. Rogers.*) Your students are all Queen's scholars, are they not?—Nearly all at present.

1998. They are all Queen's scholars when they leave you, are they not?—No.

1999. Are there any who pay for themselves in your college?—Yes. With our present number of students we may receive twelve persons as Queen's scholars, who have not been pupil-teachers. These may compete for scholarships, and if they fail, and will pay the entrance money, we may receive them. When we think that they are very likely to make proficiency in learning and become efficient teachers, and they earnestly wish it, if we have vacancies, we generally take them though they are not Queen's scholars, and these being a little older than the pupil-teachers become mostly a stay, and give sobriety to the body of students.

2000. (*Rev. W. C. Lake.*) Has your stock of persons of that description very much diminished since the beginning?—Yes, very much, because the pupil-teachers have increased. Yesterday we received the scholarship list, and found that twenty-six pupil-teachers had obtained scholarships more than we could admit into the college.

2001. (*Mr. Senior.*) Each pupil-teacher when he gets an appointment as Queen's scholar selects his own college, does he not?—He does; but most of those coming from our schools, wish to be received into our college; we cannot admit these twenty-six, and I believe some will go to Glasgow and others to Edinburgh. Those two training institutions are willing to receive the Queen's scholars whom we cannot receive.

2002. (*Rev. W. Rogers.*) Can you say how many private pupils you will have during this present year?—I think our number will be five who are not Queen's scholars.

2003. Five out of 124?—Yes, taking the male and female students.

2004. How many are you obliged to reject?—We were unable to receive, for want of room, twenty-six male pupil-teachers.

2005. How many private pupils have you rejected for this coming year?—About eight or ten.

2006. (*Mr. G. Smith.*) Can you tell me how the case stands between the private pupils and the Queen's scholars, as regards their comparative aptitude for the calling, and their comparative energy and perseverance?—The pupil-teachers are very much better prepared to enter

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upon their studies with us than those who have not been pupil-teachers, even if they have had a good education. We have had young persons, male and female, who had been educated at boarding-schools, and were well instructed according to the common notions of education; but who, when they were taken into the elementary branches, were found very defective; and the very methods which had been adopted to educate them seemed to hinder them when we came to apply our processes; so that, for a while, they could not learn with the same facility as pupil-teachers.

2007. The pupil-teachers and the Queen's scholars are better prepared in the first instance, but in the long run have they decidedly the advantage?—I think generally they have; they are more apt to learn, and have more patience of application. I will not say that they have more diligence. I think that they have not. Those who become students and have not been in schools before, are generally young people who really wish to be useful; to serve their generation by becoming teachers of the young, and their heart is in the work. In that respect they often have an advantage over many pupil-teachers, especially if these have taken it up merely as a profession; but as to aptitude to receive knowledge generally, and readiness to apply it in giving school lessons, those who have had a previous training are superior to the others.

2008. But in diligence and zeal the private pupils have rather the advantage?—They are in general, quite equal to the best of the others, and sometimes superior to many of them.

2009. Subsequently when they have become practically schoolmasters and schoolmistresses, how does the case stand between them?—We can speak well of those who have taken certificates after their two years' studies with us. Generally speaking they do well, and some of them are quite equal to those who previously had five years' study as apprenticed pupils.

2010. Have you remarked any difference between the two classes, as regards perseverance in the calling?—Not, I think, since we began the college. There was a lack of perseverance in many whom we previously trained at Glasgow; some through inefficiency, others because some employment offered more to their taste, and thus we lost many; but since we began at Westminster, only eleven male teachers, I believe, have given up the work.

2011. (*Mr. Senior.*) Is not the greater perseverance to be attributed to a certain extent to the better remuneration which a schoolmaster or schoolmistress now obtains?—At an early period we fixed 70*l.* a year for a male teacher as a minimum, so that from the first the pecuniary inducement with us has been a sufficient one, I take it.

2012. What is the minimum now?—The minimum remains as it was, but many of our teachers receive more than 70*l.*, besides the Government augmentation.

2013. That would bring it altogether up to more than 100*l.*?—Yes, some in the large towns, where the schools are large and they have several pupil-teachers, will receive quite that sum.

2014. Do you find frequently that that is a much larger income than they ever enjoyed, or ever expected to enjoy in their original condition?—I should say that is the case with many; some would probably have obtained clerkships in counting houses.

2015. I mean compared with their original condition; you say that a great number of them come from the lowest classes?—Yes; a few of these by remaining long enough at school, and being clever, might possibly have become clerks; but the greater portion of them no doubt

obtain a better salary than they were likely to have obtained without this opening.

2016. And they obtain that at the outset?—Yes.

2017. But they have no prospect of improvement?—That is a point to which we have some hope that this Commission may turn the attention of the country. We think that there is a want of encouragement to those who rise to the top of their profession, and can advance no further than to a school where they are paid better than ordinarily. In the smaller schools, however, our teachers have this prospect of improvement: the Wesleyan Committee of Education, of which I am chairman, is in communication with all our schools throughout the country. If a teacher labours successfully in a school where the income is comparatively small, after he has for some time done well, earned a very good name, and wishes to remove, and there is a school in a town vacant, where the salary is considerably above what he has hitherto received, we have no hesitation in promoting his transfer, and the local committees are mostly willing to take our recommendation and receive him.

2018. (*Rev. W. C. Lake.*) What is about the highest rate of salary which a schoolmaster is likely to attain to ultimately?—Perhaps 120*l.* a year, including every item of income, is the maximum, except in a very few cases, where the scholars are numerous, and the masters are allowed to take the children's pence beyond a fixed amount, which is not our usual rule; usually the teacher has a fixed salary, the committee receive the children's pence, and either take the overplus towards the other school expenditure, or pay the deficiency to the master. If the committees ask us what the master should receive, we mention 70*l.* as the minimum; but generally speaking I should take the average salary at 75*l.* A salary of 70*l.* with no teacher's house, is considered rather small; and a master who is able to carry on a school efficiently, would think that he should receive more than 70*l.*, because many committees are willing to give 80*l.*

2019. (*Mr. Senior.*) Then you are to add to that the Government augmentation, which is about 30*l.*, is it not?—It depends upon the certificate which the masters have obtained; it ranges from 15*l.* to 30*l.*, but I think that from 20*l.* to 25*l.* is about the ordinary average.

2020. Call it 20*l*, and that makes 100*l.*?—Yes; then there are the pupil-teachers.

2021. So that the minimum seems to be about 100*l.* a year?—The minimum salary, except in the rural schools, taking all things together, will be about 100*l.* a year.

2022. (*Rev. W. C. Lake.*) And what would be the maximum?—I am unable to say. The largest salary would probably be 120*l.*, with the very few exceptions which I have mentioned.

2023. I am speaking of the salary at first?—At first 120*l.* would be about the amount in the best positions.

2024. (*Mr. Senior.*) And that to a person whose father perhaps earned 10*s.* a week?—That might possibly be so.

2025. (*Chairman.*) You have stated, I think, that your teachers are, as a general rule, upon fixed salaries, the minimum of which is 70*l.* a year, and that the children's pence are taken by the school committee, and the overplus retained, or the deficiency made up. Are those sums so dealt with by the central committee or by the local managers; by whom in short is the minimum fixed salary of 70*l.* a year guaranteed to the teacher?—By the local committees.

2026. The committee of the individual school?—Yes.

2027. So that no local committee of a school in connexion with your

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training college pays a less sum to a master than 70*l.* a year?—A few may pay 60*l.* where there is a teacher's residence.

2028. But as a general rule that is so?—Yes.

2029. (*Mr. Senior.*) 60*l.* with a residence is 70*l.* in fact?—Yes, practically.

2030. (*Chairman.*) Do you find that the school managers are enabled to pay such large salaries as that without difficulty?—Not always without difficulty. Perhaps one-third of the cost of carrying on the school has to be raised in an average number of cases by voluntary contribution in the different localities. Take almost any school establishment, whether there be one, two, or three schools, about one-third of the cost of maintaining it, I should think, has to be raised by private subscriptions and public collections.

2031. Are you of opinion that the inability to obtain a master at a lower salary than 70*l.* a year, be the school of whatever description as to numbers and so forth it may, acts as an impediment to the progress of education and to the establishment of schools?—All the teachers that we can train are demanded for schools where the committees will gladly give this amount, supposing the teaching to be efficient, and will make themselves responsible for the deficiency. Whether places would set up schools and take teachers, which at present do not, if they could obtain them for a smaller amount, is, perhaps, a question; I think that many would.

2032. Are there not localities in connexion with the Wesleyan body where schools would be established if they could obtain a qualified master for a salary of 50*l.* a year, and which are deterred from establishing a school by the large annual payments which they would have to make?—Yes, I think so; but they would not set up a school unless that master for 50*l.* could be guaranteed as, in our belief, equally efficient with those who now receive 70*l.* a year. There is now throughout our body an impression that it is of no use in the world to set up a school unless the teacher is thoroughly qualified to carry it on; and I believe that in most localities our people would not commence a school if the teacher would work for nothing, unless they were reasonably assured that he would prove competent to his work.

2033. (*Mr. Senior.*) Not only competent but first-rate?—Yes, equal to those on the average whom we now send out. Our former experience of failures through inadequate talent and attainment has made the doctrine to be now everywhere entertained, that unless a school is efficient for its purposes it is of no use being at the expense of carrying it on. That feeling, I believe, pervades the Wesleyan people generally.

2034. (*Rev. W. C. Lake.*) In such a case I suppose if the church school were liberally conducted, and there were no objections to the children attending the place of religious worship of their parents, there would be no objection to the children attending the church school?—In many villages and small parishes, they do attend the church school where the administration is liberal, that is, where they do not require our children to go to their Sunday school or to the church.

2035. (*Mr. Senior.*) Do you find many cases in which the clergyman of the established church does require all children to go to his own services?—Yes, many; and that has been the reason why several schools have been established by our people in small places where they would not otherwise have set them up; it has been in their own defence.

2036. Do you find that requiring the children to go to the Sunday school of the established church and requiring them to hear the cate-

chism go together, or that in some cases one is insisted upon and in some cases the other?—If it was merely to learn the catechism in the school, they would, I think, not object; but when they are required to go to the church and the church Sunday school, and as a consequence to absent themselves from their own Sunday school and from their own chapel, then they object.

2037. When you say that those cases are numerous, do you mean positively numerous or comparatively numerous?—Comparatively numerous. I have always thought that the church is not wise, as far as its own interests are concerned, in the exclusiveness with which its schools are conducted in a great number of places, for at present, if we could set up schools in many of those places we should do so, because of the exclusiveness of the administration.

2038. Do you suppose that the children are required to attend the Sunday school of the established church in half the schools?—I am unable to speak as to the relative numbers—the cases come before us principally when the means have to be devised of erecting a school in those parishes.

2039. That application is often founded on the circumstance that the clergyman requires all the children to attend the church Sunday school?—This is one reason; and besides, where the number of children attending the Wesleyan Sunday school is sufficiently large and they believe they can maintain an elementary school, they prefer to have one for themselves. But in the smaller places, where we have comparatively few children, if they had access to the National school the parents would be very willing to send them.

2040. But you cannot give me any estimate as to the proportion?—I cannot.

2041. (*Rev. W. C. Lake.*) Can you give us any idea whether the exclusiveness of which you speak has diminished?—I believe it has diminished; and sometimes a clergyman who has been very exclusive, when he finds that our people are preparing to commence a school, has offered to compromise matters and liberalize the school administration.

2042. (*Mr. Miall.*) Do you require the children who attend at the Wesleyan elementary day school to attend at the Wesleyan Sunday school?—No; if you look at the rules or principles which we prefix to each of our annual reports, while you will perceive that we recommend all children to go to some Sunday school, we wish them to go where their parents choose; the same applies to the place of worship. In the case of children not belonging to Methodist parents, the Wesleyan day school is in all respects like a British school; it is an open school for everybody, and on the Sabbath the parents take their children where they please.

2043. Do you know whether you have any considerable number of children in your schools not belonging to your own body?—Yes, large numbers; in some of our schools which have been long established, there are many more children belonging to other people than our own.

2044. (*Rev. W. C. Lake.*) I understand you then to imply that there are a good many what you may call church schools, where the catechism is required, but to that you have no objection?—Few parents would, I think, object, if that was a part of the school instruction given on a week day.

2045. (*Mr. Senior.*) The parents do not object to anything on the subject; do they?—I think not often. Should the clergyman teach very high doctrines out of the catechism, were he what is called a high tractarian, they probably would not send their children.

2046. (*Rev. W. Rogers.*) Do you imagine that the common labourer

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the person for whom these schools are designed, knows the difference between the high and the low doctrine?—In every parish the clergyman generally has his character; if he is high, he is so regarded, and the working people are likely to go with the common opinion. Many of those who attend our chapels and get instructed, well understand what is the difference.

2047. (*Mr. Senior.*) You said that you thought that it was necessary to supply one-third of the expense by voluntary contributions?—That is the idea which I have generally given to the promoters of a school, when they have asked me, before commencing to build, what it would cost to carry it on; but if there is very good management, and the school is well attended, it may amount to less than one-third. Some schools are almost self-supporting, but this I have no wish myself to see. I rather wish the poor in any place to feel that there are benevolent people who are willing to aid them in giving a good education to their children, and at a cheaper rate than it would otherwise cost them.

2048. Does that feeling produce any degrading and pauperizing effect upon the minds of the parents?—Not while they have to pay school pence. I think it would do so if education were given them for nothing, or if it were given them at a very low rate. I think, therefore, that where the parents can afford to pay more, a penny a week is too cheap, and is likely to make working people undervalue education. At the same time I think that exception should be made in the case of orphans, children of widows, parents out of work, and the very poor.

2049. What amount of pence do you require from the children?—Generally, I believe, 3*d.* or 4*d.* in schools for older children, and 2*d.* in infant schools.

2050. You say that as a general average one-third of the expense must be raised by contribution; how are the other two-thirds provided for?—One portion of the expenditure is provided by the children's pence, another portion is by the Government, and consists of capitation money and augmentation of salary,—these, however, may not be in equal proportions.

2051. What do you suppose to be the average expense per annum of educating a child?—That question I am not prepared to answer.

2052. According to your estimate it would be something like 52*s.* a year, but the estimate which we have generally heard given is about 30*s.* a year?—I do not think that we exceed 30*s.*, but that we fall below it, I cannot be sure.

2053. When you can get 4*d.* from a child, you get about 160*d.* a year from the child; about 40 weeks?—Yes.

2054. But I suppose that you do not usually get so much as 4*d.*?—I think that is the average rate of payment, except in rural and infant schools.

2055. I take it that the lower classes who belong to the Wesleyan body, are comparatively rich; they are generally speaking, richer than those who belong to the established church?—I am unable to make any general comparison. I think that the better habits of those who are united with us in church relation, make them free from dissipation, more industrious, and so better off than many of the working classes; but we have a great number of extremely poor people in our community, and, in their cases, we have in all the schools that I know an arrangement of the kind before mentioned; the committees make exceptions in the amount of school payments in favour of these people. We do this in our schools at Westminster.

2056. But you think that where a child pays the average amount

of 3*d.* the parent does not feel himself at all pauperized by having the remainder of the cost contributed from other sources?—No, I believe that it produces a kindly feeling; the parents think themselves befriended by those who have set up the school and pay the remainder. They feel that their neighbours have cared for them, and have sympathy with them and their families.

2057. (*Rev. W. C. Lake.*) Do you think that as a rule it would be possible for parents to pay more than that sum, or that it would be a very great strain upon them?—It would, I think, be a very great strain upon those who earn small wages and the poor.

2058. (*Mr. Senior.*) What sum?—Fourpence.

2059. (*Rev. W. C. Lake.*) Do you take 4*d.* where there are three or four children?—I have understood that, very generally, if there are four, they are received for a shilling.

2060. (*Mr. Senior.*) Mr. Watkins, who has great experience in the West Riding of Yorkshire, where, perhaps, the wages are highest and most regular, said that he thought that the greatest amount which you could expect to get from the parent was about 8*s.* 6*d.* in the year; does that agree with your impressions?—No; generally speaking, we have not found it difficult to obtain the higher amount. In some cases, schools have tried a smaller fee for a while, and finding it insufficient have raised it, and then the parents seemed to value the education more; and the school, instead of being attended by fewer children, has been attended by a larger number.

2061. (*Rev. W. C. Lake.*) That is up to a certain sum, but you think that there is a limit to that?—Certainly, I think there is.

2062. (*Chairman.*) In those cases did you raise the fee without altering the character of the education or without a change of master?—In no case, I believe, was the character of the education altered; in some cases the master was changed—in others, the same master continued.

2063. (*Mr. Senior.*) What do you think would be the effect upon your schools of the gradual withdrawal of the Government grant?—I am unable to say what would be the effect; certainly they would go down in number and character, unless our people could be roused to make very great effort. They have been induced, in consequence of the aid afforded by the Government, very extensively to establish schools, and have determined to carry them on efficiently, because that at present is practicable; but if they had to bear the entire expense, numbers of schools, I am afraid, would be given up; and in other cases they would languish, because committees would lessen the salaries of the teachers, who would become discontented, and probably many of the best would seek some other calling or profession. The whole school system with us would, I am afraid, rapidly deteriorate, unless we could excite the Christian zeal of our congregations, and induce them to work their schools as a matter of philanthropy and patriotism.

2064. (*Rev. W. C. Lake.*) Would you rely upon subscriptions for that purpose?—We should have no other means than subscriptions and collections.

2065. You think that it would be impossible to increase the sum paid by the parents beyond the sum which you have named?—I think it would, except with the comparatively few that earn large wages. We have fixed the school-pence at a rate which we thought would place the education within the reach of the poorer parents; but if we carried it beyond the present amount, in many schools the greater number of children would be excluded.

2066. With regard to the capacity of parents to pay do you make

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any difference between town and country; do you think that the parents of the towns are capable of paying a higher sum than those in the country?—In our rate of payment in the same school, we do not make that distinction; but when parents are in good circumstances, as some artizans and mechanics are who earn good wages, and when little tradesmen send their children to our school, while they pay the same rate of pence as children of the poorer classes, the managers ask them to give a subscription in addition; and perhaps they will subscribe 5*s.* or 10*s.* a year to the general fund by which the deficiency is made up. This we think better than to have different rates of school pence, which would probably make the poor jealous, supposing that their children would not receive the same attention as those who pay at a higher rate.

2067. (*Mr. Senior.*) What do you think would be the effect of throwing the education of the labouring classes altogether upon the labouring classes themselves, and withdrawing not only all Government aid but all contributions also?—Popular education, I think, would soon be all but extinct, unless you could raise a very different state of feeling throughout the country in favour of education among the labouring classes and the poor.

2068. What would be the immediate effect?—A few parents would purchase education for their children at almost any sacrifice or any cost, but I am afraid they would be very few indeed.

2069. (*Rev. W. C. Lake.*) When you say that it would be difficult unless you could raise a different feeling among the labouring population and the poor, do you think that in the present state of things it would be at all possible for the labouring population and the poor to do more than contribute what they do now?—I think I have answered that question; I scarcely think that it would be reasonable to ask the very poor to do so; a few would pay more for education rather than not have it, but to charge more would be a heavier tax than the many would be able to pay.

2070. (*Mr. Miall.*) Do you not think that the education of all children is a heavy tax upon their parents; do you think that it is expedient to exempt the poorer classes from those sacrifices on behalf of their children which all other classes have to make?—The simple fact is that the poorer classes have not the money. The middle classes have means, and, by appropriating so much to education, they can meet their children's case; but where poor persons have very low wages, and must feed and clothe themselves, and pay house rent, they have little or nothing left to provide education, and as it is a thing with which they can dispense, they will be likely to dispense with it, and leave their children to grow up uneducated.

2071. (*Mr. Senior.*) Which do you suppose is the greater expense which a labouring man undergoes in educating his child—that of paying the school-pence or that of foregoing the child's wages?—When it comes to that alternative they do both; they have to forego the wages and pay the pence too.

2072. The question which I ask you is this: after a child is nine years old which is the greater sacrifice that the parent makes: foregoing the wages or paying the pence?—Foregoing the wages is, as a pecuniary matter, much the greater sacrifice. In most cases the children would earn much more than the amount of the school-pence.

2073. That does not apply to the higher classes. They pay the expense of their children's education, but do not give up the wages. In the lower classes they not only pay for their children's education but also give up the wages?—Yes, and that makes a serious difference in

the income of the family, especially where two or three children can earn wages.

2074. What do you think has been the effect upon private contributions of the Government aid? Has it increased or diminished them? —It as greatly increased them. People in many instances have given money towards the erection of schools, and continued to subscribe towards their maintenance, who would not have done either if the Government by its arrangements had not made the establishment and the maintenance of schools in these cases practicable. We have many cases in which schools have been built at a large cost, and, by the help of Government grants, have been left free from debt, where, but for the aid of those grants, no schools would have been attempted. In other existing cases, schools might have been built, the cost partially raised, and the remainder left as a debt, the interest of which, with the school expenditure, would have inevitably embarrassed the school finances, and ruined the school.

2075. (*Mr. G. Smith.*) Of late years charity and benevolence have done a great deal in other departments; can you be sure that they would not have done a great deal also in the department of education without the intervention of the Government?—They would have done much. For instance, we built Sunday schools very extensively, without assistance from any body but ourselves. We could do so again. But this was a work of time—we could not have done it at once. The feeling in Parliament and throughout the country of late has evidently been, that the great want of education must be immediately met, or with as little loss of time as possible. Great efforts have, in consequence, been made, which could not have been made in the same time by any private benevolence if the Government had not come forward to assist them.

2076. (*Mr. Senior.*) Would it have been made at all, do you think? —Certainly, in many cases not at all. People would have been content with their Sunday school, as some of them are to this day content. They say, "We have set up a Sunday school which we maintain, and "that is sufficient."

2077. (*Mr. G. Smith.*) But is there any positive proof that greater efforts would not have been made? Is it anything beyond conjecture? —In this way, I think, we may arrive at something like certainty. We have seen how the fact that the Government would render assistance has moved people to generous action, whom no persuasions could move up to that time. Then I feel satisfied that in many instances the assistance of the Government has enabled people to do what otherwise they could not have done; liberal as they might be, and disposed to make sacrifices for the benefit of others, they could not have accomplished what they have effected.

2078. (*Mr. Senior.*) To what extent has the interference of the Government directed the course of education?—To a large extent. Our students must answer satisfactorily the questions, or a certain number of them, contained in the examination papers placed before them at the end of the year, if they obtain certificates of merit, and their studies must be directed accordingly. So far the Government has set the course which the education of the teachers should take. Then as to schools, it does not say that such and such branches of knowledge shall be taught, but the inspectors ascertain what is the state of education in the school, the proficiency which the children have made in the different branches professedly taught; this is reported, and if the report is not satisfactory to the Government, it withholds its grants.

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2079. So that if a school was not conducted in the course of instruction which the Government approved the withholding of grants would materially affect it?—Yes. This arrangement has, I think, greatly improved elementary education throughout the country. It has very much elevated its tone and improved its quality, and a better education by far, an education better adapted to answer all the purposes which we should ever propose by education, is now more certainly obtained.

2080. In consequence of the Government interference?—Yes, in consequence of their interference. I am of opinion that the minutes of 1846 and 1847 have done an immense service to the quality of education in the country.

2081. Do you perceive any bad effects which have followed from the Government interference? Admitting that a great deal of good has been done, do you perceive any harm?—No, because the interference is not so rigid that cases are excepted for which we could reasonably wish to obtain assistance. If in one branch of instruction an elementary school on inspection is found deficient, but is well instructed in the other branches ordinarily taught in schools, so that the inspector is satisfied, the deficiency is pointed out to be remedied, but the aid is not withheld.

2082. You do not find that the education has been directed in a course not fitted to the subsequent employments of the child?—I think not. I am aware that some hold that opinion,—some persons who, I think, have not themselves been educated, and educated persons who have not weighed the question with an enlightened judgment. But surely men whose lives are to be spent in labour, even in the drudgery of labour,—ploughmen and hard working labourers—are not at all unfitted for their work by the education which is now given them; but while they will be made more intelligent, they will be much happier in after-life when they can read instructive books, enjoy information, and feel pleasure in seeking it. I do not think that education is perverting the energies of the people.

2083. By any change which you can suggest, do you think that it might be made more useful?—That is a large question. I will not say that it might not. We all hope to improve our educational systems. Upon the whole I myself feel satisfied with its usefulness as the system is now arranged; but whether some branches of knowledge might not be made more prominent in tuition, and encouragement given to cultivate them, so as to make it more certainly useful, is perhaps a question, and a question which any one would desire carefully to consider before committing himself to an answer upon the subject.

2084. Perhaps when this evidence is sent to you, you will be able to answer that question more fully?—I will look at it with care.

2085. From your great experience, you may be able to give some valuable suggestions?—If you allow me the liberty, and any suggestion strikes me, I shall be very happy to insert it.

2086. (*Rev. W. Rogers.*) You think that the zeal of managers has been stimulated by the Government grants?—Of that I am quite sure; they have felt them to be great encouragement. That too has been made practicable which otherwise would not have been so, and efforts have been made effectively, where, comparatively, everything would have been marked by defect. Managers would have set up poor school houses with paltry arrangements, they would have gone as cheaply as they could to work to get something which would be called a school, and then employed at a low salary poorly qualified teachers; whereas the plans of the Government and its arrangements for carrying on

the system of education have set a model before them, which they have determined to reach. Government aid is, therefore, a vast benefit to the several localities in which these schools are set up; and, as compared with the state of things which would have been without it, a benefit to the country not easily calculated.

2087. (*Mr. Senior.*) What do you think would be the effect of the withdrawal of the Government interference?—Wishing, as I earnestly do, to see every poor man's child well educated, I should deprecate it very seriously. I think that it would be a retrogade policy, and the worst which the nation could adopt. We should be thrown back upon the ignorance and crime which we are now, I hope successfully, trying to lessen and ultimately to remove.

2088. (*Rev. W. Rogers.*) We should not be so bad as we were before, because we have schools now in almost every parish in England?—I am much afraid that the school system itself would soon so deteriorate that the schools would not be of much effect. A thing may be called a school which really serves no purpose of education whatever. Children may attend a school and learn neither to read nor write well; they may learn everything professedly taught so imperfectly that when they leave school they are no better for their attendance. If schools declined because competent teachers no longer thought it worth while to conduct them, and an inferior agency were employed, the whole school system would have very little effect upon the general intelligence and moral habits of the country.

2089. (*Mr. Miall.*) You give this opinion on the supposition that the support of the Government is withdrawn immediately and totally, but should you give the same opinion with regard to the gradual withdrawal of the support of the Government extending over a large number of years?—Yes, because I think that the support which the Government at present gives is not extravagant. I think it is not more than the exigency of the case requires.

2090. The education which you are giving, for example, to the present generation of children I suppose would produce the effect upon those children of their valuing education more than their parents did; in the course of 20 years, therefore, you would have a generation of poor people who valued education very considerably beyond what the poor people do now?—What will probably arise when that effect has been realized, when you have a grown up population who themselves have experience of the great advantage of education, will altogether alter the question. In that case very possibly there will be a diminution of the amount of public assistance required to carry on particular schools efficiently. But I think that any proposition made to diminish assistance now would discourage effort generally, and check the progress of what is going on. People now look at the future when they set up a school. They ask, "How are we to maintain it?" And the partial suspense in which the question as to the permanence of the present system has been allowed to remain, has tended to prevent persons in poor localities from taking any part in the matter. They have waited to see whether a change is likely to be made.

2091. The suspense would act both ways. Supposing the Government assistance were entirely withdrawn, a good many persons would then set to work to improve and extend education, who do not feel that they need to set to work now when they expect that the Government will do it, is it not so?—I think not; that does not accord with my observation. I do not know any persons among ourselves who rely so much on the Government that they do nothing for themselves. The class that would rely upon the Government, and themselves do nothing,

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would leave the poor people to provide education as they can, or live without it; but most persons who really take an earnest interest in the matter, and would do so under any circumstances, are encouraged by the Government aid.

2092. But I understood you to say, a short time ago, that supposing the assistance which you now receive from the Government were to be withdrawn, you must then resort to some extraordinary effort to awaken the zeal of your people, and to elicit far more exertion and activity, and philanthropy, and patriotism, in the support of education, than they now exhibit?—Yes.

2093. Does not the support which the Government is rendering to your schools suppress that effort on your part which might be productive of considerable advantage?—There is, I think, this distinction; we are obliged now to make great pecuniary effort in most localities where we establish a good school; first, to set the school up, and next, to maintain it; that effort is induced by appeals to the Christian benevolence of the people, and the demand upon those means is often very considerable. But had they in addition to provide what the Government now supplies, in many cases their means would be certainly exceeded, and in all, the additional tax would be felt as a heavy burden. Whether appeals would induce the people to bear it is a problem which I wish we may not be required to solve.

2094. (*Mr. G. Smith.*) Is there any especial reason in this matter of education, apart from all other matters, to suppose that society if left to itself will not see its obvious interest, and do its obvious duty?—I reason from the past.

2095. You reason from a time before a sense of social duty was awakened: it has now been awakened to a great extent in various directions; does education form a special case?—I think it does; poor people can dispense with it. It is not like food, clothing, and habitation, which they must have; they can make their children do without education, especially the present generation, a great portion of whom having grown up altogether uneducated, have never been taught to value it; the mass of these persons are, I am afraid, not prepared to make any effort for the education of their children. We shall all have much to do to instruct them so to understand their social and family interests, as to make them value education and purchase it, if at any sacrifice to themselves.

2096. But will not the upper classes, seeing that it is for the obvious interest of society, make an effort so to instruct them?—I cannot tell what they may be induced to do, but I have not much faith in that enlarged generosity. I believe that it is the experience of other educating bodies as well as our own, that to keep up schools well, and find money to maintain them efficiently, requires much effort. You must make urgent appeals, and seek to move people by every kind of motive. Yet many have felt the stimulus which of late Government has given to the education of the people, and they have contributed to promote it. What they would do when the Government had abandoned the cause, and left it exclusively to general benevolence, declining longer to apply any portion of the public funds to that purpose, I cannot say. I think it probable that numbers would reason, "Well! if the Government, and "the House of Commons, the dispensers of the public money, imagine "that this cause no longer requires public aid, we are not called upon "to act for all the people."

2097. (*Mr. Miall.*) You think that supposing the House of Commons, for example, were to come to the conclusion that the best way of teaching and developing parental responsibility would be to put that

responsibility upon its own resources, the conclusion drawn by intelligent people throughout the kingdom would be that the House of Commons did not care anything about education, or that it thought it a matter of indifference?—Those who at present take a religious interest in it, make considerable sacrifices, and give large contributions, large for many in their circumstances, might not so argue; but the many whose additional aid was wanted to supply the loss of Parliamentary aid and who are indifferent now, would, I think, be confirmed in that indifference. I am not myself sanguine in the hope that for the education of the country purely voluntary effort would raise adequate funds.

2098. (*Mr. G. Smith.*) You think, then, that the precept of the State can do what the precept of the English community cannot do?—The precept and example combined. It is not easy to act upon persons where pecuniary contributions are concerned. You can persuade people to almost anything sooner than to part with their money, for the benefit of others, and for the public good. It is possible to interest persons sometimes for their own immediate neighbourhood, or for a poor family, but when you talk to them on the large question of national interests and social progress as a community, it is difficult to make them feel that their money ought to be freely and statedly given for these public objects.

2099. But you said that not only the money of the House of Commons, but the interest shown in the subject by the House of Commons, was important, and that the apparent cessation of that interest would prejudice the cause of education?—That I certainly think would be the case.

2100. Looking to it then merely as a matter of example and precept, and as to the interest shown in the subject, would not the interest shown in the subject by the whole community be as strong an inducement to members of that community as the interest shown in the subject by the House of Commons?—The question is, How shall that interest be excited in the whole community which shall be a steady and permanent inducement to the community itself to meet the charge of general education? The interest which our community has shown in the poor and working classes is not of yesterday. It has led them to build Sunday schools which accommodate nearly half a million of children, and to maintain them at a great expense, for many of them are very expensive schools; and when the Government took an interest in popular education, and offered its aid, this became a powerful argument when it was sought to move people to set up week-day schools and maintain them: the Government and the country, we could say, have resolved that the people shall be educated, and the House of Commons abets this resolution; persons, therefore, are quite behind the age that do not feel and act with the Government and the nation. Of course that argument would be taken away if the Government and Parliament gave the matter up and left it altogether to the people's benevolence. I know of nothing which has told upon the general mind, as far as I can ascertain it, more than this, that the cause of education has become a national question, and ought to be promoted by the greatest personal liberality, because aided by the national funds.

2101. (*Mr. Miall.*) Do you think that the present system should further develope itself into a more extensive and permanent form of support of education, or that it should be gradually diminished, aiming at throwing the responsibility upon the parents themselves?—My conviction is, that the present race of parents are not prepared to take the responsibility; and that to leave it with them will be to leave their children to grow up uneducated like themselves.

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2102. Take it for 20, 30, or 40 years?—There is this drawback, many of the children attending schools at present, do not stay sufficiently long to receive an education which will lead them in after life properly to value it. Still in process of time, the numbers of educated men and women in the lower walks of society will greatly increase, and they will appreciate and value education, and earnestly desire it for their children; but the present generation must grow to be men and women, and have families, before you can extensively obtain this result; you must give time and have patience.

2103. But still it is an object to be aimed at?—Most certainly, and I think an object which we may hope to realize. Then the time may come when the Government need not increase the grant. But to diminish it at present, I think, would be very injurious. If time is allowed to carry education into districts where there is none at present, or only schools which are inefficient, and if education really makes its way in society, the rising generation when they grow up will be an improved class, and will be more ready to provide for their children education as well as other things necessary to their well-being.

2104. (*Mr. G. Smith.*) Supposing that they became able and willing to provide for their own, would it be easy to withdraw a public grant; would it be easy to ascertain the point at which the need of it had ceased?—Perhaps not easy but not impossible. I cannot exactly see in what form grants could first be diminished and expense saved; but the state and progress of education will indicate with sufficient clearness to those who make the grants, how they may be lessened without deterioration of the effective working of the system. I do not, however, think that the aid could be diminished at present without injury.

2105. (*Mr. Miall.*) That is to say it could not be done suddenly?—No.

2106. (*Mr. Senior.*) And if it were done gradually, would the immediate effect of every diminution of the grant be good or bad?—I think that the very idea of less national encouragement than is now given would be a check so far to education. If the great want of education in the country is to be overtaken within a reasonable time, I am convinced that every encouragement and assistance which can be afforded, is required to promote the educating of the people.

2107. (*Mr. G. Smith.*) Can you foresee any point at which a system of government assistance, having been once embarked in, might be diminished or withdrawn without injury to education; or does it appear to you, that having once embarked in it you must go on for ever?—If well-trained and suitable teachers are, in continuance, to be supplied to schools throughout the country, Government aid in support of training colleges will probably be a standing necessity. The cost of inspection, too, I should think, must continue.

2108. As to the assistance to elementary schools, what is your opinion?—The case of the very poor will always remain the same; if their children are to be educated at all, it must be at the expense of private and public benevolence, or of the State, or of both united. As to the labouring classes, when the poorest are educated and value education, and have acquired improved habits of domestic expenditure, should we have prosperous times, so that wages generally are good, they will be able, and I believe willing, to pay more for their children's education. This may relieve the Government, if the promoters of schools remain willing to pay what they do at present.

2109. But at present no difference is made between districts where wages are high and districts where they are low?—Not at present.

2110. How then should it be made on wages being high universally?

—If the personal and domestic habits of so many working people did not reduce them, as a class, to the level of the very poor whatever wages they earn, there would be no difficulty in making a difference in school fees.

2111. Do you think that when they have once received a grant of public money, they would ever be willing to dispense with it, however able to do so; would they not become accustomed to it and consider it as a right?—That question applies to the promoters of schools; the parents do not themselves receive money from the grants, except in the lower payments for their children's education; and the question would be, whether the promoters of schools, accustomed to receive assistance in the shape of capitation money, and the augmentation of salary for their teachers, would reconcile themselves to receiving less, and still carry on their schools efficiently. If they could raise more from the children's pence, then they could do so, and the case would be met.

2112. You regard parental duty as the best motive in education?—I think so.

2113. You regard any system of Government aid, in effect, as a scaffold which is to support a building, ultimately destined to stand by itself?—That would be one's hope, and all education should point in that direction.

2114. Can you see any point at which the scaffold could be removed?—I think that that will depend upon the advancement of education, its effect in improving the moral habits of the people, and the prosperity of the country. If, after all, the population of the country be so numerous that a great mass of the labouring poor can earn wages only just sufficient to subsist them with the most careful economy, then I do not see how the country can be exonerated entirely from assisting these persons to educate their children, unless you can move the private benevolence of the localities to do it, which I very much despair of your being able to do to the extent which would be required. Private benevolence has much to do besides maintaining schools for the poor; it has to maintain its several church interests, and all its other forms of benevolently assisting necessitous people. Education is only one of the objects to which a benevolent person is called to contribute.

2115. (*Mr. Senior.*) It has been supposed that with the rise of wages more of the expense of education might be thrown upon the parents; but is not a rise of the wages of adults always accompanied by a rise of the wages of children, and, therefore, does not the sacrifice imposed upon a parent by educating his child, that sacrifice consisting partly of his paying the school-pence, and much more, of his foregoing wages, increase as wages rise?—Yes, undoubtedly; and the temptation, therefore, to take advantage of these higher wages, and increase the family income by their children's earnings, can only be counteracted, one supposes, by the greater intelligence of the parents, and their determination, when from their own wages they have a sufficiency to maintain their families, to sacrifice what they could obtain from their children's labour, and to give them education instead. One would hope that when parents become intelligent, virtuous, and religious, they will have a conscience in this matter, and will provide for the education of their children. There are numerous instances in which such feeling does not exist at present.

2116. (*Chairman.*) You referred just now to a possible diminution of the capitation grants, have you had much experience of the working of the capitation grant since its introduction?—From my knowledge of our schools, I am convinced that it has been of great service. It

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has enabled many committees to save themselves from yearly deficits which would otherwise have arisen, and perhaps accumulated to the ruin of the schools.

2117. That may be in special cases, but do you think that generally it has worked well?—I think that it has worked as a very general encouragement and assistance.

2118. (*Mr. G. Smith.*) Has it worked well for the special object for which it was instituted?—That was to enable the smaller schools, schools in the agricultural districts, and in unincorporated towns, which had not an adequate income, to maintain themselves.

2119. (*Mr. Miall.*) Was not the object of the capitation grant to encourage more stated attendance?—One of the conditions on which the grants should be paid, was that children should attend so many days in a year, and therefore we conclude that that was one of the reasons of the Minute of Council.

2120. (*Mr. G. Smith.*) Was not that the special reason?—Perhaps the support of schools in the places just mentioned, an improved attendance being also designed, was the special reason; and the assistance which it would afford to schools which would otherwise probably sink, was, I think, the reason for which the people in the country hailed it.

2121. (*Mr. Miall.*) Do you think that as a matter of fact, the attendance of children since the capitation grant has been given, has been regular to a greater extent?—I think to a greater extent, but whether to the extent which was anticipated I question. I believe, however, that it has promoted a better attendance of the children. Means have been used to induce them to attend more extensively than before, such as seeing their parents, and trying to persuade them to send their children more regularly to school.

2122. (*Mr. G. Smith.*) But you do not think that the capitation grant has answered specially to the extent which was anticipated?—I am unable to say whether anticipation has been realized to the full or somewhat disappointed. Certainly a greater number of children have attended well; and the effect grows, as the larger amount of capitation money paid from year to year shows in our case; schools which could claim a comparatively small portion in the first instance, or none at all, now can claim more, in consequence of the better attendance of the children.

2123. (*Chairman.*) Several questions have been asked you with reference to the diminution and ultimate abolition of the Government grant. Has your attention ever been turned to the subject of rates as a substitute for the contributions of the State?—Yes, we have well considered the subject.

2124. What is your opinion of the practicability of that proposal?—Our Education Committee very carefully discussed the matter when Sir John Pakington's Bill was before the House of Commons. We were decidedly and strongly opposed to the measure. Schools, on that plan, must be subject, more or less to the ratepayers and their local boards; our people, generally, are not eager to take an active part in parish and municipal debates; they would be quite averse to the contentions that would arise, when the conditions on which schools should receive pecuniary aid were ever open to new discussion; they would not therefore sacrifice their present freedom of education, subject only to periodical examination and report by Her Majesty's inspectors, and would, I believe, mostly decline assistance from the local rates.

2125. You mean that you cannot anticipate the possibility of deriving any advantage from these rates without admitting an interference on the part of a committee of the ratepayers, many of whom would

not be of your own community, thereby entailing difficulties much more than equivalent to any advantages which you would receive ?—That is what I mean. We could act, I believe, with persons of other communities than our own, were we cordially agreed as to what schools should be, and what they should aim to effect ; but, in all probability, persons on local boards would advocate principles and modes of education which we could never consent to adopt.

2126. (*Mr. G. Smith.*) You would propose then to extend the present system of Government assistance to the whole kingdom ?—Yes.

2127. How would you apply it to those most necessitous districts which are at present unable to raise their proportion to meet the grant ?—Everything desirable cannot be accomplished at once. If you could set up schools in all these necessitous districts at once by Act of Parliament or by local rates, you could not create suitable teachers by Act of Parliament and local rates, and these are necessary to fill the schools with children, and carry them on successfully. Time must therefore be given for the educating bodies of the country, to prepare suitable teachers. As they are prepared, and when there shall be a surplus number, by degrees these now destitute localities will be provided for in the same manner as many such places have been already. I think benevolent people residing contiguously to those localities will seek to supply them with schools when they have the means of doing it.

2128. They will have no other means beyond what they have now than a surplus number of schoolmasters ?—But in many instances they are now setting up schools in the very districts where they themselves reside. When those schools are built and they find them in working condition, they will look to the adjoining and necessitous districts. We are doing this in some few cases at present ; but our limited means prevents us from doing as much as we otherwise should. The Church of England can do an immense work in that way if it choose, and I hope there is the mind to do it, but it must be a work of time. I do not think that you can overtake this necessity at once.

2129. (*Mr. Senior.*) What would be the effect upon private contributions of any assistance from the rates ?—Private contributions, I think, would be at an end. That was one of the objections which we alleged to the local rate plan. Subscriptions, however spontaneously and cheerfully given at present to aid the people in the education of their children, and by which I am sure a large amount of good feeling between the upper and labouring classes is created, would be discontinued, when education was provided for by a tax upon the people. I can see no reason for private benevolence when all are taxed to maintain schools. That I think would quite alter the character of public education. It would then be given as a public charity, on the plan that workhouses and prisons are provided. Education would be pauperized and deteriorated in the estimation of the public, and especially in the estimation of the poor. We felt these arguments strongly when the subject was under discussion ; and had the Bill been pressed, our body would, I believe, have petitioned very extensively against it. Our Education Committee did present a petition to the House of Commons against it.

2130. Could you send us a copy of that petition ?—I can send from our minutes a copy of the resolutions which were embodied in the form of a petition. I think I was asked whether any difficulty is experienced in working the Government system. I may mention an inconvenience which we have just felt, and which occurs most years at Christmas, when we send out our students from the College. Then,

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in some instances, a teacher who has been for years in a school, and done well, may wish to remove to another where there is a vacancy, and we may think his wish reasonable; but unless we send from the College a second year's student, having a certificate, to take his place, he loses whatever augmentation of salary may be due to him. After supplying other places, no second year's student may remain, and another teacher, who is also desiring a change, may be suitable to fill the vacancy, but if he take it, the other's augmentation is lost.

2131. (*Rev. W. Rogers.*) Must he necessarily come direct from the training college? Is it not sufficient for him to have been at the training college some time in the course of his life?—No, it is not so. The requirement that he should be a certificated teacher is quite reasonable; but that he must be a two-years' student fresh from the college places a bar to the advancement of other teachers.

2132. (*Mr. Senior.*) There is one large subject which we have not entered upon at all, that is the subject of inspection. There is not time now to go into it, but I think that it would be very useful to us if when you have your evidence sent to you, you could tell us your opinions as to the general results of inspection, and how far it may be advisable to extend it, and also whether you can suggest any alteration in the system or in the details of inspection?—I very much question whether I have anything to suggest on that subject. Before our schools came under inspection we had no reason to complain of good teachers; they did their work well. Others did not so well, and the schools failed. But great advantage to the cause of education, I am convinced, has resulted from inspection. Teachers that might have performed their work perfunctorily, unconcerned whether their schools made progress or not, have been stimulated to labour with a view to producible results. Committees have been excited to care for their schools, and not leave them to prosper or not as it might happen. Good teachers are encouraged by a favourable report; and an unfavourable report would induce inquiry and lead to improvement, or the teacher would soon be changed. I think it next to impossible with us that a school under inspection should long remain inefficient. The inspection of our college and practising schools in Westminster I regard as equally beneficial. The inspectors are not constituted directors of the course which education shall take, that is left to responsible managers. The inspectors deal with the results; but the subjects to which examination is directed when inspection takes place, indicate what a good school is expected to be; and so long as reliance can be placed on the practical judgment of the inspectors, neither teachers nor managers will hesitate to regard as a defect what on their examination appears defective. Throughout our body there is a general satisfaction with the discrimination and fairness of the reports made of their schools by the inspectors. Also, free communications made to us by the inspectors respecting the working of our schools have been of great advantage, enabling our central committee the better to judge of their state, and the better to offer practical suggestions to managing committees.

2133. You have not found it too cursory? You have not found that the inspector has not had sufficient time to examine the school properly?—In a few cases complaint has been made that the inspection of a school has been hasty, so hasty that the inspector could not know the attainments of the children. But the instances of such complaint are rare, and generally, I believe, the gentlemen who inspect our schools have the respect and confidence of our people. Whether too much work is crowded by the Government into the inspector's time, by the

number of schools which he is appointed to inspect, may admit a question. I have sometimes thought that a little longer time spent upon a school would have been of great advantage.

The witness withdrew.

SUPPLEMENTARY PAPER.

To the foregoing evidence, by permission of the noble Chairman and the gentlemen of the Commission, the following observations are subjoined:—

On the question 2083, whether any change can be made in education to render it more useful, I would say, that looking at the general principles rather than at the technical forms and details of education as given in elementary schools, I have doubts whether, after all, it is yet sufficiently practical. To read with ease and well understand the meaning of words, and also readily to apprehend the meaning of what is read, thus to acquire a general intelligence, all must regard as of prime importance, because it is the foundation of all improvement, and is most likely to ensure self-improvement when the school days have passed away; and I think I have observed for some time, in the inspection of schools, that to this branch of learning, and also to good writing and proficiency in arithmetic, examination has been more particularly directed, and commendation of excellence more freely bestowed than formerly; while much less suitable and useful studies and attainments have lost their prominence. So far primary education has, I think, become more practical; but it yet lacks directive power. What the children should themselves be, as they grow up and become men and women, what they should do, and what they should not do in the several relations of life, is not yet sufficiently taught, I fear, in elementary schools; but if a child is to be trained up in the way he should go, a proposition which I suppose none will question, then in too many cases we are not sufficiently practical in the instruction and training of the children in our schools. It seems to me a great failure in the educational process, and likely to disappoint the hope of great national improvement, based upon a more extensive education of the people, when we send out young persons into the world without having made them understand certain first principles of human conduct, on which we all expect them to act, and on which they must act if they become respectable and happy themselves and in domestic life, and a benefit to the State. The best means, as it appears to me, of securing this practical education, is the suitable training, by the different religious communions engaged in the work, of men and women for the responsible work of school teachers.

In reply to the inquiry as to our "mode of enforcing moral discipline in "our college, and the degree of difficulty in enforcing it among the students," I beg leave to state the views on which we act in the admission of students. If education is to ensure those practical ends which the individuals themselves and the country have most reason to desire, we are of opinion that the children in our schools must be educated religiously; and therefore that all the reasons which require a minister of religion to be a religious man, apply to a school teacher. We do not, in consequence, admit students but upon a decided profession of religion, accredited by testimonials on which we can rely; the value of that profession, we inform them when they enter, remains to be tested in their spirit and conduct during their stay in the institution. Our college rules are few, and respect principally the appropriation of their time and our domestic economy. We then inform them that in general matters of right and wrong, and in propriety or impropriety of behaviour, each is to be "a law to himself," and that we shall judge by the result, which we shall carefully watch, of the consistency of their religious profession, and of their fitness, morally and religiously, as well as in other respects, to be recommended as the instructors and trainers of those who are to be the men and women of the next generation. I have great satisfaction in saying, that on this plan of domestic government, with very little trouble, seldom with more than an ordinary anxiety in watching over a charge of upwards of one hundred young people of both sexes, and with few instances calling for any reprehension, we have now for eight years preserved good order and moral discipline throughout the institution.

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Three years ago, the present master of Rugby school, when one of Her Majesty's inspectors, sought opinion, I believe, through his co-inspectors, as to the desirableness of a lectureship in training colleges, distinctively for the instruction of students in the subject of Method. Mr. Arnold requested me to write my thoughts on the proposition. I enclose a copy of my letter. I still think that such a lectureship would render valuable service in the training of teachers. See separate Paper A.

I enclose a copy of the resolutions unanimously adopted by the Wesleyan Committee of Education in reference to Sir John Pakington's Bill. See separate Paper B.

PAPER A.

MY DEAR SIR, Westminster, 23d January 1857.

ACCORDING to your request, I will give you my thoughts on the letter which you left in my hands, relating to the desirableness of a lectureship in training institutions, of which Method should form the principal subject.

If, to teach a good, and, as we believe, efficient organization of a school where only one mixed school must form the educational establishment of a town or village, is intended by method, that instruction is carefully given to our students by precept and example in our model school, and has been given ever since our institution began.

If to render the students thoroughly expert in lesson-giving is what would be meant by method, the lessons given weekly by the students in our extensive practising schools to children of every age and grade of intelligence, and the criticisms upon them, we think highly desirable for the purpose, and this practice is carried on all the while the students are here in training.

If, again, by instruction in method is meant instruction to the students how they may best impart knowledge to children in their schools on the subjects which they profess to teach, this also has formed part of our plan in the college ever since we received students, and a more especial attention has been given to this matter since the letter from the Council Office of last year informed us, that each examination paper should include some question on the most successful way to teach the subject in schools.

But if a lectureship on the subject of method should comprehend the further idea of instructing the students how they may best methodise their own minds, intellectually and morally, and how they may best bring the minds of children in their schools into good order, and consequent fitness more easily to receive instruction, which I gather from the letter is intended; this is a most important object, and would form a very considerable part of educational training. The lecturer in such case should thoroughly understand the mental and moral constitution of man; the faculties, the order of their development, and the best manner of dealing with them, so as most easily and effectually to draw them out; he should therefore be well acquainted with mental and moral philosophy. This would be an important study. It would require a mind of considerable mental power, and diligent application, to acquire the necessary knowledge, and much judgment to make the knowledge of any great use, especially as no book on the subject at present shows the way; yet I cannot but think that the careful instruction of students in this matter would greatly serve the cause of education. It would then follow that a lectureship, which would ensure the services of a superior man for such a department, would be a valuable addition to training establishments.

I have, &c.

Matthew Arnold, Esq. JOHN SCOTT.

PAPER B.

RESOLUTIONS on Sir J. Pakington's Education Bill, passed unanimously by the Wesleyan Education Committee, on 27th February 1857, and presented in the Form of a Petition to the House of Commons.

I. That this Protestant nation, professing as it does, to base its religion on the Bible, and its legislation and jurisprudence upon Christianity, and pro-

fessing also to derive its morals as well as its religion from that source, has hitherto, in consistency with this first principle of civil polity and religion, made the daily reading of the Holy Scriptures, in Protestant schools, an indispensable condition of receiving aid from the public funds; but this Committee finds with deep regret, that in the Bill now before Parliament this principle is abandoned; no teaching of religion or morals is required; and schools which are to supply a complete education to the children of the poor, and on this ground are to be maintained by a tax on all classes of the community, may leave them in utter ignorance of that Divine revelation which Almighty God has given to enlighten men's minds, purify their affections, and regulate their conduct, and by which he will judge men at the last day. *The Rev. J. Scott.*

II. That while it has ever been the fixed rule in Wesleyan schools during the teaching of the catechism, to permit the absence of any child whose parents should object to his being taught such formulary, and to leave all children free to attend on the Sabbath whatever Sunday school and place of worship their parents may prefer, this Committee believes that the Wesleyan Community will never consent that the teaching of religion itself in their schools shall be subject to restriction. Their experience shows that besides the scripture lesson with which their schools daily open and in which it is sought to make divine truth intelligible to children of all capacities, an able Christian teacher will find throughout the day, when teaching geography, history, physical and moral science, and the knowledge of common things, frequent occasion to illustrate and enforce the truths of religion, and that religious teaching may be made to impart life and spirit to the whole process of education.

III. That, though it is provided by this Bill that "no inspector shall "inquire into or report upon any religious instruction which shall be given in "any school which he may inspect," yet, considering the compromise which the proposer of this measure professes to have made with a party which has hitherto strenuously contended for the exclusion of all religious teaching from public schools, this Committee cannot but apprehend that the clause requiring the appointment of a set time for the teaching of "any distinctive "religious formulary," will in many cases be construed to mean, that the doctrines set forth in such formulary shall in no form whatever be taught but at those set times; and even a conscientious teacher may not unreasonably question whether it was not intended by such compromise so to restrict the teaching of religion.

IV. That this Committee, therefore, strongly urges upon Parliament, that if, as proposed, the expense of educating the children of the poorer classes must be thrown upon the poor-rate, and Municipal Committees must determine the aid which each school shall receive, the law which enacts this arrangement should explicitly interpret what is meant by religious formulary; and should further declare that the managers of schools, with the exception of such formulary, are as free to teach religion, at any time and in any manner which they deem best in their schools, as any other branch of knowledge.

V. That this Committee, however, hereby expresses its earnest wish that this Bill may not pass into a law, as, in its opinion, it would not advance but injure the cause of popular education. It makes no provision for new schools in poor and necessitous districts, and thus leaves the great want which all admit totally unrelieved. Besides the objections stated in the first of these resolutions, and which this Committee hopes the Legislature will hold to be decisive, wherever the measure is adopted it will supersede voluntary contributions for the support of schools, and deprive them in the end of that voluntary management for which no adequate substitute can be found; and, in the judgment of this Committee, the present system of assisting the poor but industrious classes to educate their children by the spontaneous sympathy and liberality of their more affluent neighbours, must have an incomparably superior moral and social influence upon the minds both of the parents and children so assisted, than can ever arise, when that assistance has been pauperized by deriving it from the parish poor-rate.

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The Rev. WILLIAM J. UNWIN, M.A., examined.

2134. (*Chairman.*) You are the Principal of Homerton College?—I am.

2135. Is that college confined to male pupils alone, or are there male and female teachers?—There are male and female teachers.

2136. What opportunities have you had of gaining experience on the subject of popular education?—I have always felt considerable interest in the subject of popular education. In 1845 I established schools in connexion with my congregation in the island of Jersey, and devoted to their superintendence much time in order to test various methods of instruction. In 1848 I accepted the principalship of the Training Institution of the Congregational Board of Education. That office has involved the training of teachers, the establishment and superintendence of model and practising schools, the appointment of teachers to situations, extensive correspondence relative to school arrangements, the visitation of schools and attendance at conferences held for promoting the objects of the board.

2137. When was the Congregational Board of Education instituted?—In 1843. Previously to this period the congregationalists had taken an active part in the promotion of popular education in connexion with the British and Foreign School Society. The introduction into Parliament of a bill for the furtherance of education in the manufacturing districts led to the formation of a separate organization "to promote "popular education partaking of a religious character, and under no "circumstances receiving aid from public money administered by "Government."

2138. By whom is the Congregational Board of Education supported?—Almost exclusively by congregationalists.

2139. (*Mr. Senior.*) How numerous are the Congregationalists?—Somewhat above a million according to the census of 1851.

2140. How many schools have you?—The board is not a central organization with schools under its direct control. We supply teachers to parties who require them, and afford advice and recommendations as to the details of school arrangements, but the local management is perfectly unfettered.

2141. You have no means of saying how many schools are in connexion with you, or how many scholars?—We obtain annual returns from teachers who have been trained by the board, but many schools are conducted on the principles of the board, whose connexion with us is but slight, and with their operations we have only a general acquaintance.

2142. Can you give us those figures?—We have sent out about 373 teachers; of that number 232 are engaged in public schools, and 42 in private schools. The number of children under instruction in the public schools is from 16,000 to 18,000. The Report on Education, based on the census of 1851, states that 453 schools, containing 50,186 children, belong to Congregationalists. These, with few exceptions, are voluntary schools; and, in addition to these, many undenominational schools, deriving no inconsiderable part of their support from Congregationalists, have no aid from the Parliamentary grant.

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2143. (*Chairman.*) Are the operations of the Congregational Board limited to that religious body ?—By no means, its training institution is open to the members of all evangelical denominations. Aid is afforded to schools under the management of mixed committees. In the training institution and in the model schools denominational views are not taught, and in schools occupied by our teachers, the same practice is followed.

2144. In what respect do the practical operations of the Board differ from those of the British and Foreign School Society ?—In the formation of the British and Foreign School Society, Unitarians took a prominent part, and members of this community are not excluded from its training institution. Till recently the teaching of religion in schools, not connected with the Church of England, was limited to the simple reading of the Scriptures; but mainly through the instrumentality of Mr. David Stow, the religious teaching in elementary schools has undergone a considerable change, the reading of Scripture being connected with an exposition of its meaning by means of Bible lessons. Hence, the religious teaching in the school will be determined by the character and religious principles of the teacher. The teachers connected with the Congregational Board of Education hold evangelical views of religion, and therefore their religious teaching has this complexion.

2145. (*Mr. Senior.*) What do you precisely mean by "evangelical "views"?—By "evangelical views" I understand the principles which form the basis of the Evangelical Alliance; those general truths on which there is common agreement among Christians.

2146. All sects profess to be evangelical ?—The definition I have given would exclude Unitarians.

2147. (*Chairman.*) What amount of money has your board raised for the purposes of popular education ?—From returns obtained in 1848, it appears that 130,000*l.* was contributed in consequence of measures taken in 1843. This amount, which does not include considerable sums appropriated to local objects, was additional to the efforts in which the congregational body had been engaged for many years. The larger portion of the funds raised at this period were appropriated to various objects by the donors. From 1843 to 1859 the Board has received 43,667*l.*, including 11,622*l.* for the purchase and adaptation of Homerton College, which in 1853 was vested in trust, free from debt. The income for the year ending March 1859 was 1,977*l.*

2148. (*Mr. Senior.*) How many masters do you train ?—We have, usually, 40 to 45 students resident in the institution; of these 16 to 18 are young men, and 23 to 25 young women.

2149. (*Rev. W. Rogers.*) You have no assistance whatever from the Government ?—No assistance whatever.

2150. And your teachers do not go up for certificates ?—No.

2151. Do not they go up for certificates after they have gone into the schools ?—No; of course that is left to their own judgment.

2152. Do they do so ?—No; only one instance has occurred.

2153. (*Chairman.*) What is the length of time during which the students remain in the College ?—The term of training is not less than 12 months.

2154. Is that the usual time ?—Some remain 16 months; generally speaking, students continue till they have obtained situations.

2155. Do any remain so long as two years ?—No.

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2156. Do you find from a year to 16 months sufficient generally to prepare them for the work?—When we commenced our operations, the term of training was longer than was usual in other institutions; other institutions have recently extended their term of training, we have adhered to our original plan. On many accounts we should be glad to extend the term, on other accounts probably we should prefer it as it is.

2157. What payments are made by the students towards the expense of the establishment?—Each student pays 12*l.* per annum towards the expense of board, lodging, and instruction; 5*s.* as a medical fee; the books and stationery required for the purposes of study are purchased by the pupils. The entire cost to each student exclusive of personal expenses, may be considered as about 15 guineas for the year.

2158. Can you state the entire expense of each student to the institution, including the 12*l.* contributed by himself?—The average expense for the year ending March, 1859, was 40*l.* 7*s.* 9*d.* This expense has been calculated under the same heads as the Parliamentary Return of the Expenditure of Training Institutions, aided by the Parliamentary Grant (No. 47). Ordered 11th February 1859.

2159. (*Mr. Senior.*) How many pupils did you say that you had?—From 40 to 45.

2160. And you have an income of 1,900*l.* a year?— Yes.

2161. Then the real expense of a pupil is about 47*l.*—£40 is the actual expense of each student. There are other objects embraced by the board which involve that additional expense.

2162. (*Chairman.*) At what age are the candidates eligible for admission?—Male students are admitted between the ages of 18 and 30; female students between the ages of 17 and 25.

2163. At what age are they generally admitted?—They vary between those ages.

2164. (*Mr. G. Smith.*) By what mode of appointment or selection are the places for students in your college filled?—On receiving an application from any young person, we forward a paper of questions to be answered in the handwriting of the applicant.

The witness delivered in the same, which is as follows:—

CONGREGATIONAL BOARD OF EDUCATION TRAINING INSTITUTION, HOMERTON COLLEGE.

THIS institution is designed to prepare teachers for initiatory (or infant) and juvenile schools. Young men between the ages of eighteen and thirty, and young women between the ages of seventeen and twenty-five, of decided piety, possessing suitable mental qualifications, and not favourable to Government aid in education, are eligible for admission. The term of training is not less than twelve months, divided into three sessions, which commence the beginning of September, January, and April, when students are admitted. Towards the expense of lodging, board, and instruction, the fee of 12*l.* for the three sessions is paid by monthly instalments in advance; and for a more extended period the same rate of payment is charged. The students are required to purchase the text-books used in the institution, which are supplied at reduced prices. For medical attendance a fee of 5*s.* is charged. Every candidate must furnish a medical certificate, and will be examined by the medical officer of the Board. Candidates whose papers are satisfactory are admitted into the institution, and if approved, after examination by a committee, will be received on a probation of two months. No one can be continued, however, for that period, if indolent, or found violating the rules of the institution. A diploma is granted to those

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who honourably complete their course, and certificates of merit to those who in particular branches attain a greater proficiency than is required for the diploma. The amount paid by students being only a small proportion of the expense incurred, it is understood that those who avail themselves of the advantages of the institution desire to be engaged as teachers of primary schools, and that this work will not be abandoned for other pursuits, without very satisfactory reasons. Students leaving the institution before the completion of their course, or relinquishing the profession of teaching, are expected to make such compensation as the Board shall deem proper.

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GENTLEMEN,

I am desirous of entering the training institution of the Congregational Board of Education, at the session commencing
I return answers to the following questions in my own handwriting, and, if admitted, will conscientiously observe the regulations prescribed.

I am, Gentlemen,
Yours respectfully,

To the Congregational Board of Education,
The College, Homerton.

1. What is your age?
2. What is your birthplace?
3. To what religious denomination do you belong?
4. What is the name and denomination of the minister you are in the habit of hearing?
5. Are you a member of a Christian church? if so, of what church? and what is the date of your admission?
6. Are you married? if so, and you have children, state their ages.
7. To what trade or calling were you brought up?
8. How have you been employed during the last three years? With whom, and where?
9. What has been the amount of your earnings during the past year?
10. What education have you had, and where did you receive it?
11. What are your attainments in any of the following branches, and from what books have you obtained your knowledge?

    a. Scripture Geography and History.
    b. General Geography.
    c. Arithmetic.
    d. Algebra.
    e. English Grammar.
    f. History.
    g. Latin, or any other language (English excepted).
    h. Geometry.
    i. Natural Philosophy.
    j. Vocal Music.
    k. Drawing.

12. What books of general literature have you read?
13. Have you been a teacher in a Sunday school, and how long?
14. Have you had any experience in conducting a week-day school?
15. Have you been admitted into any training institution?
16. Have you applied for admission into any training institution?
17. Have you been engaged in the service of any society, and in what capacity?
18. Are you in debt, or have you any incumbrance that would interfere with your studies? If in debt, state the nature and amount of your liabilities?
19. What qualifications do you consider necessary for the office of teacher?
20. What reasons have decided you in the selection of the office of teacher?
21. Is your present application made with a sincere determination to prosecute the work of teaching in public schools, or have you any ulterior object in view?
22. To whom can you refer as able, from personal knowledge, to bear testi-

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mony to your religious character, disposition, and general adaptation to the work of teaching?

To the Rev. William J. Unwin, M.A.,
The College, Homerton, London.

P.S.—It is desirable that full answers should be given. The only document required to be sent with this paper (which should be returned without delay) is the medical certificate.

CONGREGATIONAL BOARD OF EDUCATION.

The College, Homerton, London, N.E.
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is requested to answer the following inquiries, and then to submit them to , medical adviser, who will give his opinion on the other side.

Principal.

1. What serious illness have you ever had?
2. At what age and from what causes have any near members of your family died?
   a. Father.
   b. Mother.
   c. Brothers.
   d. Sisters.
3. Have you ever been subject to any of the following complaints?—
   a. Protracted cough.
   b. Shortness of breath.
   c. Spitting of blood.
   d. Scrofula.
   e. Rheumatism.
   f. Any affection of the heart.
   g. Any kind of fits.
   h. Any mental disorder.
   i. Any disease of the stomach, liver, bowels, or kidneys.
4. Have you been vaccinated?

(Signed)

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The medical adviser of will oblige by stating his opinion of 's strength and capacity to undertake the occupation of a teacher, which requires decided vigour of both body and mind.

2165. (*Mr. Senior.*) The applications come to you from the young men themselves?—From the young persons themselves.

2166. Not from any managers?—No; every application must be a personal one.

2167. (*Rev. W. Rogers.*) From what class of society do the students generally come?—A large portion of them are parties who have been engaged in other pursuits. From the manufacturing districts we obtain, perhaps, the larger proportion of our pupils.

2168. (*Mr. Senior.*) Have they been clerks or handycraftsmen?—Many of the young men have been engaged in some handycraft; others have been clerks or occupied in shops and warehouses. Some have been assistants in schools.

2169. (*Rev. W. Rogers.*) They are not from the very poor classes, or they could not afford to pay the 15 guineas. It must cost them 20*l.* at least?—Yes; it costs them about 20*l.* They are parties who have made some previous savings, and who are thus able to meet the expense. Help is in some cases afforded by private individuals.

2170. (*Mr. Senior.*) They are not labourers' children—they are not children from the lowest class?—No; they are the sons and daughters of the upper class of the poor and of the lower class of tradesmen.

The most successful teachers are generally those who have had some handycraft, some regular occupation. *Rev. W. J. Unwin, M.A.* 18 Jan. 1860.

2171. (*Rev. W. Rogers.*) They must have a considerable zeal and desire for the office, to pay this money, must they not?—Yes. We should not care to have them if they had not; they would not answer our purpose. The fact that they have looked forward to the engagement, and have made some provision for it, is the best security for their future success.

2172. (*Chairman.*) What subjects are taught in the college, and to what extent is the training specially directed to the future duties of the students?—The male and female students have the following course:—The study of the Bible, the first part of "Butler's Analogy," arithmetic, writing, English grammar, orthography and etymology, geography, English history, the elements of astronomy, and natural science; free-hand drawing from the flat, the theory and practice of vocal music, the outlines of mental philosophy, and the art of teaching. The male students, in addition to these subjects, are taught algebra, as far as quadratic equations, proportion and variation, arithmetical and geometrical progression, the elements of Euclid (the first four books), bookkeeping, mensuration, and land-surveying, Latin, (as a means of mental discipline, and to give an insight into the general structure of language,) drawing from models, and chemistry. The female students have instruction in needlework and knitting, and, if sufficiently advanced, are taught the first book of Euclid and the elements of algebra. The male students, as a voluntary exercise, obtain instruction in French and Greek. French is taken because it is becoming in large towns almost a necessity in elementary instruction. The elements of Greek are obtained with a view to matriculation. The principle on which the course of instruction has been constructed is to secure as far as possible an effective discipline of the mental powers, so that self-culture may afterwards be satisfactorily carried on. Special attention is given to subjects requiring the aid of a teacher. Other subjects, though important, which can be acquired without assistance, are not so prominent, as it is hoped that if the power of gaining knowledge is imparted, these will be attended to. In reference to the adaptation of the course of study to so short a term of training, it may be observed that the students, by paying a portion of their expense, give evidence that they are really in earnest, and, since they will have mainly to depend on their own exertions, they are powerfully stimulated to improve their time diligently. In regard to the extent to which the training is specially directed to their future duties as teachers in elementary schools, I may remark that instruction is imparted to the students, as far as practicable, in the way in which they are expected to communicate it. One third of the term of training is spent in the practising schools; lessons are given to the scholars, which are subjected to criticism, and exercises on mental philosophy and the art of teaching are required.

2173. (*Rev. W. Rogers.*) To what sort of schools do these teachers go, to the schools of poor people or to the schools of the middle class?—The ordinary popular schools. Some of the schools are for children of the lower class of tradesmen, but, generally speaking, they have a large admixture of the labouring class.

2174. (*Mr. Senior.*) What do you suppose to be the general amount of payment made by the parents at the schools to which these teachers go?—The payments vary; very few are so low as 1*d.* a week; 2*d.* or 3*d.* to 6*d.* is the ordinary fee, and in some few instances 10*d.* or 1*s.* a

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week is paid. There are few cases in which the payment is below 3*d*, and as few where it rises above 6*d*.

2175. Would you rather call them schools for the children of the labouring classes or for the children of the lower part of the middle classes?—I think they as fairly include children of the labouring classes as any other schools in the country.

2176. What sort of emolument do the teachers of these schools obtain?—The female students, on the completion of their course, generally obtain a salary of 40*l*. to 45*l*. or 50*l*. per annum. The male students start with a salary of from 65*l*. to 70*l*. An increase is obtained in most cases if they are successful in their schools.

2177. Taking in the residence or not?—Not taking in the residence. By diligence that amount may generally be increased within a reasonable period. The arrangement which we make as to the remuneration of our teachers greatly facilitates an increase if they are diligent in the work assigned to them.

2178. From what funds does that 70*l*. come?—Chiefly from the pence of the children, supplemented by the contributions of the friends of education in the neighbourhood.

2179. Then, in fact, those schools are like the National schools, set on foot to a considerable extent by the managers; they are supplemented by private contributions, and the remainder is made up by the school-pence?—Yes.

2180. Which are at a much higher scale than the ordinary school-pence, as they rise up to 1*s*. and the average is 3*d*.?—We have this advantage, that we are not tempted by a capitation grant to keep down the fees in our schools.

2181. Of what religious opinions are the children who frequent these schools? generally what you call evangelical?—As various as our population.

2182. The only distinguishing mark of the schools is that they refuse government assistance, do they refuse also government inspection?—Yes.

2183. They reject all government interference?—All government interference.

2184. That is their peculiar quality?—That is our distinctive principle.

2185. There are two principles; first, evangelical opinions; and secondly, the rejection of government assistance?—Yes.

2186. Does the first condition apply to the training college only, or to the schools also?—To the schools as well as to the college, since, though local committees manage their own affairs, we expect that our teachers will adhere to the principles in which they have been trained, and inculcate evangelical opinions.

2187. But suppose he has nothing to do with any committee?—He has to do always either with a committee or with some individual who establishes a school from his own resources.

2188. You receive your applications direct?—Yes.

2189. A person comes to you on his own foundation; then you are applied to by some school to send them a teacher. That I suppose is the mode of operation?—Yes.

2190. And you send one?—Yes.

2191. Supposing a Church of England school applied to you for a teacher, would you send one?—Yes, if they took no Government money.

2192. But if the school which applied for a teacher accepted Government money, you would refuse to send him?—Yes. Virtually such

a case would not occur, because they could not obtain the Government money with one of our teachers.

2193. They could have the capitation money?—No. To obtain the capitation money the teacher employed must have a certificate or be registered.

2194. He might be registered?—Then he would cease to be connected with the Board, just as he would on the acceptance of a certificate.

2195. In fact, what superintendence do you exercise over a teacher after he has left your walls?—No direct superintendence. We have an agency for the inspection of schools, but that also is only admitted by the desire of the parties who have the management of local schools. I obtain a report annually from the teachers whom we have sent out, detailing their operations during the past year. The relation existing between the board and the schools in connexion with it is expressed in the following rule:—"That all schools in which the religious teaching "is evangelical, although not entirely congregational in their manage- "ment, and which receive no aid from the State, shall be eligible for "union with this board; and it shall be a fundamental regulation that "all arrangements as to the substance and manner of teaching with "the entire of the internal government of such schools shall be in "the hands of the local committee."

2196. (*Rev. W. Rogers.*) I suppose they gain nothing in a pecuniary point of view by belonging to you?—Nothing.

2197. What mode is adopted of testing the acquirements of the pupils previously to admission, and during or at the close of their course of study in the college?—Every candidate for admission into the college returns answers to a paper of questions, a copy of which has been produced (see page 274). We write directly to the parties given as referees, requesting answers to the following questions:—"How long have "you known the candidate? Do you believe him or her to be a person "of decided piety; and if so, can you state any fact in his or her "religious history corroborative of this opinion? Do you consider his "or her temper to be good, and his or her disposition kind? What is "your opinion of his or her energy, diligence, habits of order, and "fitness for managing and governing children? Are you aware of "anything in his or her past conduct injurious to or disqualifying him "or her for the office of teacher? How has he or she been employed "during the past three years? What has been the amount of his or her "earnings during the past year? Do you think that he or she would "with vigorous perseverance prosecute the course of study prescribed "in this institution? Is it your conviction that his or her application "is made with a sincere determination to prosecute the work of teach- "ing? Or are you aware that he or she has any ulterior object in "view? Will you state frankly your personal conviction and judg- "ment of his or her adaptation to become a successful teacher, and such "an one as the Board should train for the work?" A committee examines the papers of candidates, and approves the most eligible. On entering the college the attainments of the candidates are tested by a written examination on subjects included in elementary instruction, and those who are approved are admitted on a probation of two months. The attainments of the pupils admitted vary considerably, and greater value is attached to an ability to acquire knowledge than to actual attainments. During the course there is a monthly written examination, and by this their position in class is determined. At the close of the term of training there is an examination partly written and partly *vivâ voce*, conducted by examiners appointed for this purpose.

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2198. What credentials do the students obtain as a proof that they are competent for the work in which they are to be engaged?—We give a diploma to students whose "moral and religious character has been "unexceptionable, who have with persevering diligence pursued their "studies, and whose attainments in the various branches taught, and skill "in the conduct of a school, warrant the expectation that they will "satisfactorily pursue the profession of teaching." Students who obtain this diploma may obtain certificates of merit: namely, a certificate for mathematics, the attainments being in algebra, simple and quadratic equations, proportion and variation, arithmetical and geometrical progression; geometry, Euclid, books I.–IV., and plane trigonometry, solution of the cases of plane triangles. A certificate for languages is granted to those who can give a correct translation from two languages, namely, Latin and French, or Greek. In Latin the books selected are Cæsar or Virgil; in Greek, the New Testament or Homer; in French, Voltaire's Charles XII. In drawing a certificate is given to parties who have, during their course, executed satisfactorily a drawing in perspective, a free hand outline drawing, and a drawing from a model. A certificate is also given for music. The female students may obtain a certificate for mathematics, if a satisfactory knowledge is possessed of Euclid, I., 1–26, and simple equations.

2199. Do you give any certificate to the girls as to needlework?—No, that is considered so necessary a branch of their culture that their diploma would be regarded as covering it.

2200. How do you obtain your supply of pupils, and how far is that supply affected by the competition of colleges aided by Government?—We rely on the ministers and members of our denomination and the superintendents of our Sunday schools to look out suitable persons, and to recommend the adoption of the profession of teaching as a sphere of great usefulness. The supply is not affected directly by the colleges aided by Government, since the payment from the Privy Council for students being greater than that which is contributed from private resources, Queen's scholars have the preference, and this class almost exclusively occupies the colleges aided by the State. Indirectly it may affect the present supply as creating an impression that persons giving up other pursuits for teaching may not be able to compete with those who have served an apprenticeship to this vocation; and further, if the cost of training is to a large extent gratuitous, it will create an indisposition to make the personal sacrifice which for a long period has been made.

2201. Have any young persons been admitted into Homerton College who have been engaged as assistants in schools from the time their own education was completed, and what is your experience of this class?—We usually admit some young persons of this class, but, with a few exceptions, I have not found them so satisfactory as those who have been engaged in other pursuits. They have far more professional feeling, less real love for their work, and seldom evince any great earnestness of character. One who has had regular employment, who has addicted himself to self-culture, and adopts the profession of teaching when his judgment is matured from convictions of duty, will, despite early disadvantages, prove to be the most successful teacher.

2202. How do those who have been engaged in other pursuits succeed in the examination?—I have found that teachers of that class at the end of twelve months take as fair a position as any students whom we obtain. There are some things in which they are defective; for instance, writing. A person who has been engaged in manual occupations can scarcely be expected within so short a time and at

that period of life, rapidly to overcome his deficiencies. In regard to one or two other matters they may be defective, but in regard to sound mental culture they stand on an equality with other pupils who have had better advantages in early life.

2203. You do not find that your system of study, being new to them, puts them to any considerable inconvenience ?—No.

2204. What methods of recreation are adopted in the college ? and what is the value of industrial training if adopted ?—We have no special methods of recreation, and industrial training (needlework excepted) has not been undertaken.

2205. How much air and exercise can the pupils get ?—That depends to some extent upon their own choice ; a time is set apart for this purpose, but it is rather an effort to secure their taking an adequate amount of exercise.

2206. How many hours are they employed in mental work—take the boys and girls separately ; how many hours are the boys employed in mental work ?—The students are expected to rise at 6 a.m. and to retire to rest at 10 p.m. During that time of course there are periods for recreation and for meals.

2207. How much of those sixteen hours do you suppose is employed in mental work ?—The time occupied with meals, recreation, and religious worship is about four hours, leaving twelve hours for study and class exercises.

2208. And with respect to the girls, how is it ?—They have the same occupation of time.

2209. And needlework besides ?—Needlework comes in as a part of the course of instruction.

2210. I should not call that mental work ?—No, but this does not occupy much time, because we presume that the female pupils are acquainted with needlework, and need simply to have instruction in relation to the teaching of it.

2211. (*Rev. W. Rogers.*) All these students live in the institution ?—Yes.

2212. (*Mr. Senior.*) What part do they take in the cooking ?—None.

2213. Or in the general domestic service ?—None.

2214. Will you state the degree to which the intellectual activity and tastes of the pupils are developed, as shown by their voluntary studies or intellectual amusements ?—It may reasonably be expected that with such an extended course of instruction in a term so brief little scope would exist for voluntary studies or intellectual amusements.

2215. What is the mode of enforcing moral discipline, and the degree of difficulty experienced in enforcing it among the students ? —In reference to this question I must observe that great care is exercised in regard to the religious character and principles of those who enter the institution. The number of students is not great, and personal influence is much more felt than it could be if the number was larger. Some advantage is derived from the shortness of the term of training, as habits, which a longer residence might develope are unknown. A code of regulations is put into the hands of each student. This has been prepared with a view to promote the comfort and future welfare of the students. Its enforcement is effected only by moral means, but in any case of serious moral delinquency an appeal to the Board would be necessary, and if proved, expulsion from the institution would ensue. The object aimed at is to create and sustain a public opinion in favour of what is manly and Christian. The utmost frankness is encouraged in respect to all matters, as, for all parties, more desirable than any system of espionage. On no occasion has a student declined to answer

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any question I have deemed it right to ask, and though the constitution of the college, as comprising male and female students, demands great care, I have had little cause for anxiety in the conduct of the college; and those who have been trained in it have, with very few exceptions, maintained an honourable position. I have a copy of the rules which are used.

2216. Will you state the comparative number of students who continue in and who leave the calling, and how far those who continue in the calling are satisfied with their salaries and position?—The total number trained is 373.

2217. In how many years?—Fourteen years. Of the number trained there are engaged in public schools, 232; in private schools, 42; making a total of 274; 37 have married.

2218. That is the women, I suppose?—Yes. 13 have died, 4 have had to give up their work from ill-health, 10 have emigrated, and 35 have relinquished the work for other pursuits.

2219. Have the women who have married generally given up the calling of teachers?—The larger proportion of them have. Some continue for a time to teach needlework; others to take the girls or infant department; but this is not generally found a satisfactory arrangement.

2220. Will you state the degree of difficulty experienced by those who have been trained in the college in competing for situations with teachers trained in the colleges aided by Government?—No difficulty exists, as our teachers are not eligible for schools aided by Government, which in order to obtain assistance must have certificated teachers.

2221. What do you find, from experience, to be the surest guarantee of a teacher's success?—I can state with great confidence that it is not mental ability or attainments, but character. An earnest teacher, loving his work, and deeply sympathising with the class he seeks to benefit, will generally succeed. The late Mr. Fletcher, one of Her Majesty's inspectors of schools, observes:—"A wide experience induces me to "believe that the merely technical and intellectual labour of a school "will never be well or completely done, throughout its classes, by any "but teachers whose affections are first disembarrassed and stimulated "by a sense of their duty as Christian guardians, in the place of "parents, over the whole of their charge. Men of a different mould, "however active their minds and high their ambition, have not the "heart to go through the amount of humble exertion, which they call "drudgery, which is demanded of them in the conduct of a large "school; and yet, to maintain the relative position which they claim, "their schools must have some features or classes of peculiar excellence. "Hence the appearance of meretricious unsoundness which a careful "inspector always detects in such schools, and is compelled to expose "to its promoters, to their great surprise and annoyance, for nothing "can be morally more injurious than this unequal distribution of the "teacher's care and labour, in lieu of his feeling a lively sense of the "guardianship which is delegated to him over every child, and pecu-"liarly over the froward and the backward, the good and lively being "easily provided for."

2222. What plan for the remuneration of the teacher have you found most efficient?—The plan which I adopted at the commencement of our operations, and have always recommended, is, that a fair computation should be made of what the fees of a school requiring a teacher may be expected to realize, and of what may be raised by voluntary subscriptions; that a committee should furnish the materials necessary for the working of the school, pay for its cleaning and warming, and give the teacher the fees of the school with such an annual amount as may

secure an adequate salary. This plan recommends itself by the following considerations:—It supplies the teacher with the same stimulus to exertion which is felt in all other walks of life. It brings the teacher into closer relation with the parents. It secures the attention of the teacher to the many little things on which success mainly depends. It relieves a committee of much that it has not time to attend to, and which it is, in almost all cases, incompetent to manage. Its duties, by this arrangement, are limited to a general superintendence of school operations, details being left to the teacher, whose interest is involved in an attention to whatever will raise the character of the school. The adoption of this arrangement is optional with local committees, as the board is by its rules prohibited from interference with local management. But I can state with confidence that the plan has been found favourable to the teacher, securing a higher remuneration than could have been obtained on the plan of a fixed income, and giving him a much larger amount of independence, while the school has also prospered in the same degree.

2223. What is the average number of scholars in attendance at the school?—In the schools from which we obtained returns last year the average attendance of schools under male teachers was 80, and under female teachers 77.

2224. And what is the whole remuneration which the teacher of a school of 90 children gets?—The remuneration varies from 70*l.* to 100*l.* a year.

2225. What would be the school-pence of a school of 90 children?—That varies with every locality, and with the arrangements of every school. In some cases the teachers' salaries are defrayed by the school fees; in other cases nearly so; in other cases a considerable amount of subscriptions is necessary.

2226. If each child paid 5*s.* a quarter, it would amount to 90*l.* a year for 90 scholars?—That is a rate of payment higher than is usual throughout the school. Only in some schools is there a fee as high as 5*s.* a quarter, and where this is the case the larger proportion of the scholars pay much less.

2227. Do those who pay the less sum, and those who pay the larger sum, receive the same education?—To a large extent this is the case; there are some branches which may be considered accomplishments, and which are not taught to all; but a conscientious teacher cannot split up his education into fractions, he must deal as fairly by the child who pays him a penny, as by the child who pays him 6*d.*, and this is, I think, to a large extent the case.

2228. What assistance would a master teaching 90 children require?—That must depend upon the teacher himself; some men will overtake a much larger amount of work than others.

2229. How many classes must there be in such a school?—I should recommend in such a school that the classes or sections should not for most subjects exceed four.

2230. In that case there must be two persons always employed?—The principle I have sought to work out has been this, that a school prospers in proportion to the personal teaching of the master. Of course the extent to which teachers will act upon that principle will vary; some will overtake a much larger amount than others. All that I wish them to feel is that their teaching is the best teaching, and that the more they can give of it, the surer their success; but the amount to which they will carry out this principle is of course left very much to themselves.

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2231. Could one man teach 90 children ?—Yes, he might with the aid which his school furnishes.

2232. In four classes ?—Yes ; I think that a teacher might fairly teach what is required to be taught in an elementary school of 80 to 90 children, especially if in connexion with this school there was an infant school, to take off all who had not acquired the mechanical art of reading.

2233. But practically would a master teaching a school of 90 children do so without assistance ?—There is no insuperable difficulty in regard to any subject but reading, and for this the teacher must avail himself of some subordinate assistance.

2234. What sort of subordinate assistance does he get ?—In our schools he either has some paid assistant, or he selects some elder children from his first class, and employs them for a portion of the time devoted to reading ; then, leaving the class he has had under his own care, he takes the classes which have been under the pupils. In some cases the difficulty is met by such an arrangement of the course of instruction as enables the teacher to attend to the reading of the three or four reading classes at different times of the day; it being provided that while a class is engaged in reading the rest of the school should be occupied with exercises in which direct superintendence is not indispensable.

2235. Does the Board require from its students any engagement that they will not abandon the work of tuition ?—No legal engagement, but " as the amount paid by the pupils is only a small proportion of the " expense incurred, it is understood that those who avail themselves " of the advantages of the institution, desire to be engaged as teachers " of public schools, and that this work will not be abandoned without " very satisfactory reasons. Pupils leaving the institution before the " completion of their course, or relinquishing the profession of teach- " ing, are expected to make such compensation as the Board shall deem " proper."

2236. What is the number of children who are receiving education in the Homerton College model schools ?—For the year ending March 1859 the number was 500.

2237. What was the amount of school fees during that year ?—451*l.* 12*s.* 8*d.*, and in addition to that we received for books and school materials 113*l.* 7*s.* 6*d.*, making a total of 565*l.* 0*s.* 2*d.* ; I may state that our neighbourhood is, perhaps, one of the poorest suburbs of London.

2238. Then, in fact, the children themselves did pay very nearly 1*l.* a head ?—Yes.

2239. Although a very poor district ?—The district is a poor one ; the rents are lower than in other districts, and therefore we have attracted to us a larger proportion of poor than are found elsewhere.

2240. Can you state exactly how much they did pay a head ?—The average attendance was 500 ; that number would represent as attending for portions of the year nearly 700.

2241. What was the amount of the pence paid ?—£451. It would not be 1*l.* a head, because 500 as an average attendance would represent 650 to 700 children. Some children attend only three days a week ; they pay their fee, but do not come into the average attendance for three days.

2242. Then it is about 12*s.* a head annually ?—Yes. The average attendance is the sum of the daily attendance divided by the number of school days in the year.

2243. Notwithstanding that the neighbourhood is poor ?—It is, I should judge, the poorest suburb of London.

2244. What do you suppose to be the earnings of the men whose children are paying 12*s.* a year?—I cannot say. The fees in the schools vary from a penny a week up to 15*s.* a quarter.

2245. Then, in fact, the richer pay for the poorer?—Yes.

2246. Up to what age do you consider it practicable or desirable for children of either sex to continue their attendance at school during the whole or part of the year, season, or day, regard being had to their parents' means of supporting them, and to the necessity of their thorough instruction in their future occupation, agricultural, commercial, mechanical, or domestic?—We must admit that labour is the great fact of human life, and that no advantage can be gained by an inconsiderate interference with its obligations. In this country, where there is so large a demand for juvenile labour, it is not to be expected that the children of the labouring classes should remain at school so long as in many Continental states. It is doubtless most desirable that all suitable moral means should be employed to prolong the period of school attendance; but it is an equally important question how we can best improve the time placed at our disposal, and I have been led to the conclusion that at 10 or 11 years of age a child may obtain such an amount of education as will give him a fair start for life.

2247. What proportion of your boys can you retain until the age of 12?—We retain in our schools at Homerton the larger proportion of our children till 12, and many of them remain till they are 14 or 15.

2248. I suppose that those who remain longest are the children of the better artizans and the middle class?—Yes.

2249. Do the girls or the boys remain longest?—The boys remain for the longer period.

2250. Taking into consideration the early removal of children, in what way may the processes of education be most advantageously conducted, and what amount of education may it be expected that children at the age of 11 or 12 can attain?—This subject has largely occupied my attention, and careful investigation has led to the following conclusions, which may be best illustrated by a reference to the processes which have been brought into operation in the model and practising schools of the Congregational Board of Education, Homerton College.

1. *That the instruction imparted in elementary schools should be rendered more practical in its aim.*

The physical nature of childhood requires that its mental powers should not be overstrained, and that it should not be subjected to too stimulating influences. Those who are acquainted with our English Infant School system, will admit that in this respect it is not free from objections, since it involves, as ordinarily carried out, a large amount of restless activity; and assiduous efforts are put forth to furnish a superficial acquaintance with a large variety of topics, not unfrequently beyond the range of a child's capacity, and but remotely connected with the subsequent subjects of a school course. Hence it has been found, that when scholars thus trained enter a juvenile school, they are more difficult to manage, more volatile and inattentive, and more impatient of control than those whose education has been neglected. It has occurred to me, that without interfering with the proper physical development of the child, its attention, even at the early age of three, if its school-life is likely to be of short duration, might be directed to pursuits forming a simple, yet well-defined and progressive course, and having a direct bearing on those acquisitions which the engagements of after-life render important, and the carrying on of a course of self-culture indispensable. Beginning with exercises in speaking, to strengthen and develop the organs of articulation; simple conversations

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on pictures and objects, to awaken the perceptive faculties; and suitable physical exercises, to cultivate the habit of prompt obedience; it has been attempted to teach the art of reading by means of writing, an employment strictly mechanical and imitative, but calculated to excite the interest and fix the attention, and securing, by the easiest process, the acquisition of the two great instruments on which future progress mainly depends. With this are combined simple calculations, illustrated by sensible objects, and so constructed as to lead step by step, to a clear comprehension of the fundamental operations of arithmetic. The result has been, that in a short time, syllables, easy words, and short sentences, the meaning of which can be rendered intelligible to a child, are correctly pronounced, written in the ordinary current hand, and read in the printed character. At the age of five, the pupils are able to transcribe at home, as a daily exercise, two or three lines from their reading book, and at six can write a fair text and half-text hand—having a clear comprehension of the Mülhauser method introduced into this country by Sir J. P. K. Shuttleworth, Bart.—while in arithmetic satisfactory progress is attained. The subjects are taught daily for brief periods, and by the easiest possible steps; but care is taken to give to the instruction a definite aim, and to render each step preparatory to the next. This course is blended with frequent oral lessons on subjects suited to the age of childhood, and designed to relieve the mind by a change of occupation, and to excite the habits of observation and inquiry. The exercises of the schoolroom are conducted with comparative quiet, and free use is made of the play-ground, where hilarity and youthful mirth are encouraged. By this process it has been sought to save one, if not two years, as children thus trained pass into a higher department of the school well-grounded in the elements of arithmetic, able to read with intelligence, correct articulation, and suitable modulation, while in writing they have attained a proficiency which will enable them to perform any home exercises that may be required.

2. *That the processes of instruction should be as strictly as possible disciplinary in their character.*

This is sought in the Infant School by the course already described, and in the Juvenile School is regarded as of paramount importance. Attempts have been made of late to extend the range of elementary instruction, and there is scarcely any thing which it is not proposed to teach; a course of procedure at variance with the system of the best English schools, and evidently based on the model of the Prussian system, which is admitted to have signally failed, and in consequence has, by the Government of that country, been entirely changed. Without undervaluing the subject-matter of instruction, greater value is attached to the method employed by the teacher in the communication of knowledge. With a school period of limited duration, what is essential in the ordinary occupations of life must have precedency, no amount of general information compensating for hesitating and unintelligent reading, bad writing, inaccurate orthography, and ignorance of commercial arithmetic; but these may be so taught as to develop all the powers of the mind, and form intellectual habits of the highest value. The listless and passive reception of unexplained and unappreciated statements is of little value; but habits of mental activity and self-reliance once acquired, have an enduring character, and give fair promise of happy results. To create the power of voluntary attention, of accurate and inquisitive observation, of patient investigation and correct reasoning, is the true end of intellectual culture; and it is believed that nothing can so conduce to this as the practice of regular lessons to be performed by children at home. Amid the distraction and excitement

of the school-room, it is difficult to fix attention and form the habit of earnest study; but if one or two hours' work is performed by the unassisted scholar in the evening of every day, the powers of the mind will be subjected to the most salutary discipline, and his acquisitions largely increased, rendering the period of school life probably double its present value. Even when, as is to be desired, the period of school life can be extended, most advantage will be gained by the thorough acquisition of a few subjects on which the attention can be concentrated, and in the mastery of which vigorous mental effort is required.

By the adoption of these plans, the mechanical difficulties of reading and writing may be thoroughly overcome, and the scholars learn to read with facility and pleasure, to write, to work, and comprehend an ordinary sum in commercial arithmetic. They may acquire a capacity for self-education, and be made to feel the gratification inseparable from an exercise of the understanding. If this be accomplished, the library or the evening school will complete what the school is compelled to leave unfinished.

2251. What do you consider to be the limit of infant-school age?—We pass them at Homerton into the juvenile school at the age of eight.

2252. Should education be supplied to the poor gratuitously, or should it be paid for by them partially or entirely?—Gratuitous education would be most undesirable. I consider that it is the duty of parents to provide for the education as truly as for the feeding and clothing of their children, and that this duty, like others, will be better discharged in connexion with the efforts and sacrifices with which divine providence has connected it. On this subject I may quote two extracts from the Edinburgh Review. Of the weekly pence, the reviewer says, "They are the exponents of the affection of parents, and of their "desire to promote the best interests of their children. They express "their sympathy with the work of the teacher, and are pledges that "they will diligently second his labours at home, and cause their children punctually to attend the school. The parent who has not been "encouraged to take an honest pride in providing, at the expense of "some sacrifices, for the school education of his child, has lost the "opportunity of a useful moral training for the home education of his "child." "Another conspicuous defect of charity education is that it "is often unsuitable to the poor. When we give, we give what we "like. The education of the National school is what the subscribers "think right for the poor, not what the poor think right for themselves; often it is but little suited to their wants, or in accordance "with their wishes." I may state, as a matter of personal experience, that I have the opportunity, by the kindness of a generous friend interested in our objects, of aiding to any extent that I may wish parents in circumstances of extreme poverty. The difficulty which I have really felt has been to ascertain where I could give relief wisely. In almost all cases I have found that parents who have had gratuitous education afforded to them for their children have been the most ready to complain; their children have been the most irregular; and the result has been in all respects very unsatisfactory. There are cases of a different order, cases in which one feels that there is a fair reward for the expenditure; but in most cases, if a parent will not make the little effort which is required to pay the small school fee, that parent will not be found sufficiently careful to prepare the child for school, to send it regularly and punctually, and to observe the ordinary regulations of the school.

2253. Have you formed any estimate as to what the education of a child costs?—In preparing evidence for the Select Committee on Edu-

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cation (Manchester and Salford, &c.), appointed in 1853, I found that the average expense of educating a child in the schools conducted by our teachers was a little below 25*s.* each, and I think that this sum ought to secure a sound and good education.

2254. Taking in every expense?—Taking in every expense. My own impression is that the school payment is not the great sacrifice which the parent has to make, that there is much more sacrifice in securing regular and punctual attendance at school, and in giving up those little offices which children in a poor family can render to their mother.

2255. There is the giving up not only of the service which the child can render, but of the wages which he can earn?—Yes.

2256. A child ten years old in your district may earn 6*s.* per week, may it not?—Not so much as that in our neighbourhood.

2257. (*Mr. G. Smith.*) Do you think that, looking to the future occupations of those children, there is any necessity for keeping them at school beyond ten years of age?—I should be sorry to see the school period brought within so narrow a limit as that, but I think that from 10 to 11 every child might obtain what, I think, we want a child to obtain, namely, a fair start for life, such an amount of instruction as would qualify for the duties of ordinary life, and if a child had any genius would give the opportunity of rising.

2258. You think that he might be taught to read and write fairly, and to do certain sums before ten years of age?—By ten years of age I think he might be taught to read well (and if a child is not taught to read well he gets very little benefit from the school), to write a fair hand, and to do an ordinary sum in commercial arithmetic. I apply this to the majority of scholars—there will be exceptions of course.

2259. (*Mr. Senior.*) Are many of your schools self-supporting?—A few schools pay their entire expense, a few more pay the teachers' salaries, and in most cases there has been an approximation to a condition of self-support.

2260. What measures would you recommend to render your schools more self-supporting?—First, the plan I have mentioned of remunerating the teachers by giving the school fees and a fixed annual amount, instead of what is the more usual practice, the payment of a fixed salary.

2261. But you adopt that principle now. The question is what further measures you would recommend to make your schools more self-supporting than they are now?—I understood the question to relate to schools generally. The second thing is to bring the school into more intimate relation with the parents of the locality. In our early educational efforts, the relation of the parent to the school was imperfectly understood, and scarcely recognized. An education deemed suitable for the humbler classes was offered for their acceptance—their views were considered unworthy of regard—little was done to excite their interest—everything partook of a patronising air. A very different state of things must arise ere the hearty support of our schools by parents will be secured. Our efforts must recognize the fact that none have so deep an interest in our operations as themselves, and that on their co-operation success largely depends—that we have no wish to provide education for their children, irrespective of their efforts, and without reference to their wishes—that we regard them not as the recipients of a charity, but as honourably discharging a sacred duty—and that on them rests the responsibility of ascertaining whether the advantages enjoyed are equal to the cost, and of exercising a vigilant care that their children may reap the full benefit of the processes em-

ployed. The poor will make almost any sacrifice, undergo almost any privation to obtain that which they really value. If they valued schooling, if they thought that one year more or two years more, would be truly useful to their children, there are thousands who would cheerfully endure cold and hunger rather than allow the children to be deprived of the advantage.

2262. (*Rev. W. Rogers.*) How would you get that connexion, because that is the great difficulty; the parents never seem to take an interest in it?—I think that that is our fault. To remove the great difficulty that presses on our educational operations, we must awaken a deeper sense of parental responsibility; and I am persuaded that there is nothing in reference to which so large an instrumentality is at our disposal, and so powerful and such varied influences are under our control. Is it not obligatory on Christian ministers to enforce from the pulpit and in private intercourse the duty of parents to provide for their offspring an education adapted to the responsibilities of future life?—and may not they enlist the co-operation of Sunday school teachers, Scripture-readers, town and city missionaries, tract distributors, and other kindred agencies? May we not secure the aid of the press—especially the periodical and newspaper portion of it which circulates among the industrious classes? Cannot the managers of schools initiate a systematic plan, as, the employment of educational missionaries, whose business it will be to urge parents not to withdraw their children from school till they have been prepared for the situations they are likely to fill? Why should not the school become the centre of the various schemes by which a spirit of independence and self-reliance may be promoted, such as a mutual provident society, a penny savings' bank, a loan library, evening adult classes, and other plans originated by that enlightened philanthropy which seeks to diminish pauperism by stimulating the poorer classes to help themselves, and creating habits of providence which will induce them to forego a present advantage for the ultimate good of their offspring? May not parents, who are providing an adequate education for their children, often at considerable sacrifice, be induced to enforce on others a duty which they honourably discharge themselves? Should not the office of the teacher, in public estimation, be raised, that his influence may be rendered more powerful than it has hitherto been? Is it too much to expect that the employers of juvenile labour may be led to entertain juster views of their responsibilities, and be induced to promote the improvement of all whom they admit into their service?

2263. (*Mr. Senior.*) But that you think is very slightly obtained at present?—The connexion between the parents and the school is but slight. Another thing which I consider desirable is the purchase by the children of all the books which they require, and, in connexion with this plan, the adoption of a regular system of home lessons. All our children buy their own books, and those who are sufficiently advanced have some exercise to perform every evening. A child who spends an hour quietly of an evening in performing the task assigned to him will obtain nearly double the education which a child will gain who only acquires the instruction imparted during school hours.

2264. What would be the average expense of the books of a child of the age of nine or ten?—I should think not more than 5*s.* to 6*s.* a year.

2265. 6*s.* a year?—6*s.* a year probably.

2266. That is pretty nearly equal to the school pence?—Yes, but some would purchase what others could not, and there should be a provision for helping the very poor.

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2267. The Committee of Privy Council reduces the price of books to the schools in connexion with it; would your body sanction obtaining books from the Committee of Privy Council at a reduced price?—No; we supply them ourselves at as large a reduction as we can, but our schools could not obtain them through the Privy Council; they could not comply with the conditions imposed.

2268. Supposing Government offered them, would your body accept them?—I should think not; giving up the larger inducement, we should hardly be disposed to accept the smaller one. Another element in the self-support of schools is the union in the school of different classes; that is to say that we should endeavour to bring into our schools with the poor children, the children of the lesser tradesmen, who are able to pay a larger amount for the education of their children. The Dean of Hereford adopted this system with great success, and there is a great advantage in educating children of different classes together. It is always undesirable for the children of any one class in society, no matter what that class be, to be educated by themselves, you get a much healthier education where you can blend children of different classes. In order to a self-supporting system it is of great importance that the character of the education imparted should be thoroughly practical; that it should be an education which directly bears upon the business of life; an education which the parents themselves appreciate, and for which they would be willing to pay. Another element in securing a self-supporting system is that we should aim to get higher payments. Now considering the change which has occurred in society, I hardly think that 3*d.* or 4*d.* a week is more than 1*d.* or 2*d.* was, say, some 30 or 40 years ago, at any rate there is a larger appreciation of the value of education, and on this account we may reasonably seek a higher scale of fees than were sought originally.

2269. But is not there to be set against that the fact that the sacrifice made by the parent in foregoing the wages of his child is much greater than it was at a former day?—Yes, undoubtedly this is the case in regard to children able to earn wages.

2270. And that is the greater sacrifice of the two?—It is.

2271. In your plan of introducing the children of a higher class, would you make them pay more than the education actually cost, as was the Dean of Hereford's system; he made the richer parents pay for the poorer?—I think that at King's Somborne none paid more than the average expense of the establishment.

2272. Without reference to him, would you exact from the richer parents more than the 25*s.* a year which the education costs?—If the education is worth a higher sum I see no reason why the fees paid by some should not exceed the actual cost, and provided an equally good education could not elsewhere be obtained such fees would be readily paid. It is desirable that those who pay the actual cost of the education should be made to feel that they are in no degree indebted to the benevolence of others in discharging their parental obligations.

2273. That is only 25*s.* a year?—Yes.

2274. Do you not require sometimes 7*d.* and 8*d.* and 9*d.* a week?—There are very few instances in which more than 6*d.* a week is obtained in our schools.

2275. You do not find jealousy excited among those who pay a less sum?—I have not found this to be the case; but much depends upon the tact and skill of the teacher.

2276. The Congregational Board of Education adopts as the fundamental principle of its operations what is termed "the voluntary

principle;" will you state in what sense the term "voluntary" is used?—We maintain that voluntary education is, and national education ought to be, the work of the people themselves, since the training of children is essentially the duty of parents—a responsibility they cannot neglect or devolve on any classes, sects, or parties in the community without guilt and injury to themselves; that the true purposes of education would be defeated if on the one hand parents should be compelled to educate their offspring, or on the other should succeed in compelling their fellow-citizens to provide for them the means of instruction; that the function of enlightened patriotism and Christian benevolence in relation to this question is to enforce on parents the duty of educating their children, to elevate by all available means the tone of popular thinking on the subject, to assist suitable persons in fitting themselves for the profession of teaching, and to aid the really needy in their efforts to discharge a sacred obligation.

2277. To enforce by persuasion?—By persuasion.

2278. You do not consider, then, the payments made by the supporters of schools as an infraction of the voluntary system?—Undoubtedly not; but we should be very glad to see the time come, and I trust it may come, when those payments shall be unnecessary.

2279. You consider the voluntary system intact although a child pays only 1*d.* a week, whereas its education costs 6*d.* a week?—Yes.

2280. (*Mr. G. Smith.*) You endeavour to proportion your assistance to the need, and you do not hesitate to withdraw it when the need no longer exists?—Just so; and we think that a wise benevolence would do this. In all our dealings with the poorer classes, it is most important only to help so far as help is necessary, and to take care to withdraw assistance as soon as it can be dispensed with.

2281. (*Mr. Senior.*) But when it is necessary you are ready to give it?—Yes.

2282. And to accept it?—And we are willing to accept it.

2283. Are there no classes of the community whose education you would admit to come within the scope of Government?—Yes, Government may legitimately provide education for the children of paupers, the criminal population, and persons absolutely incorrigible. In such cases the State is *in loco parentis.* As it does all the other duties of the parent it should provide education.

2284. Can you mention any causes which have hindered the full development of voluntary effort?—The movement in favour of popular education is comparatively recent, the growth of the last 60 years, and up to a recent period large and influential classes of the community strenuously opposed the extension of education. In my opinion the philosophy of voluntary education has been, to a considerable extent, misunderstood. First, there has been an excess of benevolence, our schools have been, to too large an extent, free schools. Secondly, the poorer classes have altogether been excluded from any share in the management of the schools provided for their children. I have recommended that the parents of the children should be connected with the committee managing the affairs of the school, and in one instance I have found that arrangement very successful; and in order to secure a full development of our voluntary efforts, I think that our schools must be in part under the management of those who avail themselves of them. Then again the kind of education frequently offered to the poor has been very unsuitable. Another hindrance has been the unsettled state of the educational controversy. For a long period every one has been kept in suspense as to what might or might

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not be done. If we could arrive at a settlement of the question it would lead, I think, to a more vigorous effort than we have witnessed for some time.

2285. You say that one of the obstacles has been that the education provided has been unsuited to the wants of the poor?—Yes, I have no hesitation in saying that.

2286. What do you suppose to be the causes which determine what sort of education shall be offered to them?—The education has been hitherto determined by the committee which has established the school and which superintends it. Now I think that the views which have been entertained by committees in relation to education have not been correct. The parents look for an education more practical, and one which bears much more upon the success of their children in after life, and I have found more wisdom amongst parents in regard to this matter than I have found amongst committees.

2287. Much, I suppose, in the management of a school must depend upon the views of the master?—Very much.

2288. And the views of the master very much depend upon the training which he has received?—Undoubtedly.

2289. Is the training received by the masters in the Homerton Training College more practical than that received in other training colleges?—The processes of education in the model schools are decidedly practical, and our students are likely to adopt the plans with which in practice they become familiar. In regard to schools generally a considerable change has taken place. If any one will go through the labour of reading the reports of Her Majesty's inspectors, he will find that there is scarcely any subject of human knowledge which has not been recommended as a suitable branch of instruction in a popular school, but the more recent deliverance upon the subject, and I think the best deliverance, is that reading, writing, and arithmetic should have far more attention than they have had.

2290. Upon hearing the curriculum of Homerton College, it appeared to me to be one of the highest that we have had before us?—That is for the students, not for children in the schools.

2291. We were saying that the teaching of a school depends upon the views of the master, that the views of the master depend upon the instruction in which he has been trained. The now training in Homerton College is elaborate, less practical than that of the other colleges which we have heard of. The error of schools being that the education is too high and too varied, and not sufficiently practical, I should think that your masters must be eminently guilty of it?—The practical character of our model schools must greatly influence our teachers in their subsequent course, and I can hardly think that the amount of culture they can obtain in 12 months will lead to the error referred to. As far as my experience extends the teachers who have made the largest acquisitions are among the most practical. Besides, and to this I attach great importance, our teachers have to go into the market and to get a price for their article according to its value. They have not the advantage of any Government bounty, and therefore must aim to present an article which will be appreciated.

2292. And that article is not precisely the one which you would present, if you were quite left to yourselves?—It is. We are perfectly free to furnish the kind of education we deem best. When I undertook the office I hold, I stated to the board my views as to the importance of providing an education thoroughly practical and related to the future duties of the pupils, believing that this would best secure the co-operation of parents and enlist their efforts in support of the school. To this

course we have steadily adhered, and the conviction entertained that the managers of schools would see its propriety has been fully realized, and sounder views of the functions of public schools now generally obtain.

2293. You are forced to prepare your article, not for the parent, but for the committee?—We prepare it for the parent.

2294. But you are now forced to prepare it for the committee?—No.

2295. I thought you said that you must have an article which the public will buy?—Yes.

2296. And that the public, that is to say the committee, requires a different article from the one which you would give if you were left quite to your own judgment. What I understand you to say is this, that you think that the parents take a sounder view of the education which ought to be given to their children than the committees which manage schools generally do, but that you are forced to give your students the education which will satisfy the requirements of the committees?—Our schools mainly depend upon the support of parents, and the relation we have sought to establish between committees with whom we act, and the parents whose children are educated in their schools, has produced much more agreement as to the character of school instruction than existed a few years since. In regard to the course which is projected for our students, I feel this: we have individuals coming to us making a considerable sacrifice, throwing themselves into a position which in this country is becoming one of extreme difficulty, and I feel anxious to do for such all that is possible, that they may maintain a fair and honourable position in society. I do not conceive that any individual, however cultivated his mind may be, can regard a simple practical education unsuitable to an elementary school, and I think the higher his culture the keener will be his perception of its value.

2297. Does not the failure of voluntary schools furnish an objection to the principle which you have adopted?—I think not. In many instances this arises from the inefficiency of the school, and it is a recommendation of voluntaryism that its schools cannot long survive the period of their efficiency. It would be a serious evil if by extraneous aid schools should continue long after they had ceased to be useful.

2298. Of which, I suppose, you know many examples?—I think that such do exist.

2299. And is the case with regard to the endowed schools?—With regard to the endowed schools we have a practical illustration of what has been stated, and it is to be feared that the same thing will happen under Government arrangements.

2300. On what grounds does the Congregational Board of Education decline the aid of Government?—Waiving all considerations relative to the functions of civil government, and simply regarding the aid of the State as called for by an alleged deficiency of means of education, the grounds on which Government aid is declined may be thus stated:—First, voluntary effort commenced the work of popular education in this country, carried it on for a lengthened period, and in the face of great opposition; and it is deemed most undesirable that this work should be handed over to a totally opposite principle. Secondly, many influences are springing up in society which cannot fail to facilitate the improvement and extension of primary instruction,—fewer parents are destitute of education; social questions are exciting more general interest; questions relating to school manage-

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ment and methods of teaching are more freely discussed; our educational literature is undergoing great improvement; the demand for skilled labour is largely increasing; on the part of employers there is a disposition to demand of their workmen some amount of education as a condition of employment; and no doubt can be entertained but that the Civil Service examinations will create a demand for instruction which will exert a powerful influence on educational operations. Thirdly, no measure of National education ever proposed could be adopted without injustice and conscientious offence to numerous classes of the people. Fourthly, the aid of Government is deprecated as destructive of competition, which in all other departments of social life is productive of so much advantage, and as a departure from the principles of commercial freedom adopted in this country as the basis of legislation. Fifthly, the aid of Government tends to the discouragement and extinction of the voluntary support of education. The present system has, doubtless, stimulated voluntary effort, and it may continue to do so for some time to come; but ultimately its effect will, I imagine, be to restrict the operation of voluntary effort. Now a school is supported jointly by the Government and by benevolent individuals in the neighbourhood; after a period, when the pressure is withdrawn, it is to be feared that the subscribers may begin to relax, and to entertain the idea that though they should relax, the Government will not; that the school is built, the master is provided, and the children are gathered together, and that therefore, come what will, Government will not relinquish the aid which the school may require; and in that way voluntary effort will to a large extent be extinguished. The Rev. Dr. Temple, the late principal inspector of schools, has in his essay on National Education in the Oxford Essays, clearly expressed that opinion, and has pointed out the capitation grant as one indication of the necessity for increased Government help. We have in our own denomination a large number of endowed chapels, but invariably the endowed chapels are worse supported than chapels which have no endowment; it is hardly possible, I think, to work the voluntary principle in connexion with Government aid; the two things will not long co-exist. Another objection which we entertain to Government aid, is that it renders hopelessly distant the advent of that period so ardently to be desired by the friends of popular education, when the instruction of the young shall cease, except in a few exceptional cases, to be the work of societies or individuals, and be devolved entirely on those to whom God has committed the duty by the most solemn sanctions and the tenderest ties.

2301. Do you find the demand for masters from your institution diminish?—No.

2302. Does it increase?—It has been nearly stationary.

2303. For how long?—Ever since we entered upon our premises at Homerton, we have had about the same number of pupils. Sometimes there is rather a larger demand than we are able to supply; at other times it is otherwise, but there has been no great variation. Every year there has been a large addition to the list of schools conducted by our teachers.

2304. What special objections are entertained to the system administered by the Privy Council?—In the first place, the Committee of Privy Council is a branch of the executive almost uncontrolled in the exercise of its power, and the expenditure of its resources. An illustration of this is afforded in the way in which the capitation grant was introduced. In 1853 Lord John Russell introduced into Parliament "A

"Bill for the promotion of Education in Cities and Boroughs in "England," and briefly referred to a Minute of Council, introducing a new system of grants to schools in small towns and rural districts. His Lordship said,—"This minute, when its provisions shall have been "fully matured, will be laid upon the table; and the House before "coming to any vote upon it, will have ample opportunity for duly "considering it." The Municipal Bill was put off from time to time, and was never discussed at all. When the education grant for the year was voted, not one word was said on the subject. The grant was hurried through among a crowd of miscellaneous estimates, on an evening when it was not expected to come on, and thus the capitation minute, affecting the schools of the greater part of England, was taken as passed, and came into operation on the 1st of January 1854. In the second place the machinery which the Privy Council has brought into operation is complicated and expensive. In the third place it is encumbered with serious difficulties in connexion with the moral and religious training of the young. It makes the teaching of religion obligatory, and thus violates the principles of those who repudiate the receipt of money raised by taxation, and granted by Government for sustaining the Christian religion. It equally aids all varieties of religious creed; thus setting aside the supremacy of truth, and creating a precedent for bringing all forms of religious teaching under State pay. Again it furnishes no adequate guarantee as to the religious principles and character of teachers, on which the religious element in education mainly depends. Another objection which we entertain to the Privy Council system is, that a large number of children are obtaining education at the public expense whose parents are quite able to pay its entire cost. In several countries on the Continent I have found that those who have assistance in reference to the education of their children obtain it *in formâ pauperis*, and it is to be feared that we may be insensibly drifted into a system which will afford the advantages of education to parties who ought to provide it for themselves, since they are able to pay any fair price for it. The education of a child is, I imagine, the great sacrifice which all parents have to make, according to the position which they occupy in society. The sacrifice, perhaps, varies very little from the wealthiest to the poorest individual in the realm, inasmuch as every parent wishes to do the best he can for his own children, according to his social position.

2305. That is not so, because the richer parent does not sacrifice the child's wages, and the poorer parent does?—Undoubtedly the opportunity of profiting by the early labour of the child is a serious temptation to the poor.

Under the present system the training of teachers has been made gratuitous. Within a recent period, in the reports of the British and Foreign School Society, will be found a large item of fees paid by students. This item has disappeared, and the cost of training is paid by the State. Hence we do not secure what we used to obtain, a guarantee that the parties entering a training institution really wish to devote their lives to the profession of teaching, and an expense is transferred to the State which individuals adopting the vocation of teaching are as competent to pay as those who adopt any other calling. The Capitation grant is obtained by many schools having large resources. And in some instances the school fees are kept down that it may be obtained. The pupil-teacher system, which is intended to provide the future teachers of this country, is open to grave objections, since young persons, at the age of thirteen, are destined to the work

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of teaching, a profession which ought to be freely adopted when the character is more fully developed, and when it may be evident that the choice is dictated by the highest motives. I applied to Edward Baines, Esq., M.P., for a statement in reference to the statistics of the question. I received a communication to day from this gentleman, and if it is thought desirable, I will put it in (*delivering in the same*).

PAPER communicated to the Rev. W. J. UNWIN, M.A., by EDWARD BAINES, Esq., M.P.

I believe it can be established by reason and by facts that the voluntary system of education is equal to supplying the wants of the country, whilst it is free from the very serious objections which exist to all systems directed and supported by Government.

The first of these positions is strongly supported by the fact, that the modern extension and improvement of popular education have originated almost wholly in voluntary zeal. This was the case with Sunday schools,—with the Lancasterian or British and Foreign school system,—with the schools of the National society on the system of Dr. Bell,—with infant schools,—with mechanics' institutions,—with ragged schools,—with reformatories,—with normal schools for the training of teachers,—with unions of mechanics' institutions,—with the examinations of middle-class schools by the universities,—with the improved school apparatus and methods of teaching,—and with our school books. It is true that improvements begun by individuals or societies have been taken up and carried forward by the Committee of Privy Council; but if those improvements had their origin and early success in independent sources, we might reasonably trust to the same sources to carry them on, and to originate others beyond all our present expectations.

The voluntary system of course includes all the efforts made by private and professional educators for their own interest, as well as those made by public spirited, benevolent, and religious individuals and associations from higher motives for the general good. It may be said, therefore, to rest upon the following principles, namely,—

1st. The efforts of private teachers, exerting themselves in free competition for their own profit.

2nd. The benevolence of public spirited and patriotic individuals, who see the tendency of education to promote the intellectual, moral, and social improvement of their fellow countrymen.

3rd. The zeal of religious bodies, earnest for the moral and religious interests of the poor, and for the spread of their respective views of truth.

4th. The interest and affection of parents, prompting them to seek the education of their children.

5th. The ever increasing demand for education on the part of workmen, consequent on improved machinery and industrial processes, and the better remuneration obtained by educated labourers.

6th. The spirit of the age, displayed in cheap literature, institutions for popular improvement, extended political knowledge, &c.

7th. The habit and the power of combination among men for all objects of public and individual advantage, including not merely the greatest works ever executed, namely, our railways, but the enlightenment and evangelization of the world by the various missionary, bible, and tract societies.

The efficacy of some of the above principles to bring about the education of the humbler classes is most strikingly illustrated by the modern system of Sunday schools, which was originated about the year 1781, and which has steadily advanced till it has covered the whole country. Not only is there a Sunday school connected with almost every place of worship; not only are almost the whole of the children of the working classes found attending Sunday schools for an average period of seven or eight years, but we have the wonderful fact proved by the census of 1851, that no less than three hundred and

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eighteen thousand persons are regularly engaged as teachers in those schools, without any pecuniary compensation, but purely from conscientious and benevolent motives. I know of nothing in the history of the world equal to this. From a connexion of more than forty years with Sunday schools, I am convinced that the system is immensely useful to the humbler classes in their moral, religious, and social character; that it binds together the different classes of the community, and that the teachers receive in their self-denying labours an incalculable amount of spiritual benefit.

In regard to day school instruction, all the greatest difficulties were overcome, and all the greatest improvements were originated, purely by voluntary means. The prejudices of the rich, the indifference of the poor, and the jealousies of religious sects, were all conquered before the Government began its interference. We have no reliable statistics of education in England and Wales before the year 1818, but what was done between that year and 1851 is indicated in two sentences of the Census Report, which, with the accompanying figures, speak volumes for the power of the voluntary system. Mr. Horace Mann, the author of the report, says (p. xix.):—

"It appears as to *day schools* that while in 1818 there was a scholar for "every 17·25 persons, and in 1833 a scholar for every 11·27 persons, in "1851 there was a scholar for every 8·36 persons; and as to *Sunday schools* "it appears that while in 1818 there was one Sunday scholar for every "24·40 persons, and in 1833 one scholar to every 9·28 persons, in 1851 there "was one scholar to every 7·45 persons. The increase between 1818 and 1851 "was of day scholars 218 per cent., and of Sunday scholars 404 per cent., whilst "the increase of population was but 54 per cent.

"The following Table shows the figures for each of the three periods:—

Periods.	Population at each Period.	Number of Scholars at each Period.		Proportion of Scholars to Population at each Period.	
		Day Scholars.	Sunday Scholars.	Day Scholars.	Sunday Scholars.
				One in	One in
1818	11,642,683	674,883	477,225	17·25	24·40
1833	14,386,415	1,276,947	1,548,890	11·27	9·28
1851	17,927,609	2,144,378	2,407,642	8·36	7·45

It is right to add the following remark made by Mr. Horace Mann in a note: —"These per-centages are of course subject to variation on account of the "deficiences in the two inquiries of 1818 and 1833, and on account of pos-"sible differences in the mode of enumerating the scholars; but these variations "cannot seriously diminish the rate of increase, still less can they affect the "inference that a vast extension of education was accomplished between these "years."

It will be seen that the rate of increase in day scholars, according to the above table, was 89 per cent. in the period from 1818 to 1833, and 68 per cent. in the period from 1833 to 1851. In the first period no aid whatever was granted by the State. In the second period no aid was granted for the expenses of the schools prior to the year 1847, except only a portion of the expense of school buildings, to meet a larger contribution from voluntary subscriptions after the year 1833. With the exception of four years, then, from 1847 to 1851, all the cost of education was furnished by voluntary means for the thirty-three years comprised in the returns, excepting a part of the expense of the school buildings subsequent to 1833.

Subsequent to 1851, we have no official evidence of the number of day

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scholars in England and Wales. But two returns have been published by the National Society of the scholars in the schools connected with the Established Church, according to which those scholars were as follows:—

In the year	1837	558,000 day scholars.
„	1847	955,000 „
„	1857	1,187,000 „

Between 1837 and 1847 the increase was 62 per cent., and between 1847 and 1857 the increase was 24 per cent.

When it is remembered that the Established Church has received by far the largest proportion of all the educational grants, and that many of the dissenting sects have declined to receive them, it might have been supposed that the Church schools would have shown a greater increase within the ten years during which the public money has been so liberally bestowed upon them. We cannot with accuracy compare the rates of increase in the education of the whole country with those in the schools of the Church; but as the latter include much the largest number of public schools, some considerable indication must be afforded by the progress of the Church schools as to the progress of the schools of the whole country. So far as that indication is given, it is nto favourable to the effect of the new system of public grants in augmenting the number of scholars. The respective rates of increase were in a course of rapid decline, as appears by the following:—

Day Scholars in England and Wales.

	Rate of Increase.
From 1818 to 1833	89 per cent.
From 1833 to 1851	68 „

Day Scholars in Church Schools

From 1837 to 1847	62 per cent.
From 1847 to 1857	24 „

It might indeed be expected that, after the extraordinary extension of education in the earlier periods, less remained to be done in the latter periods; but making every allowance on this ground, it seems to be clear that the voluntary system displayed immense power, and, as far as we have the means of judging, greater power than the system of Government grants in augmenting the number of children under instruction. It overcame the early difficulties, and so far diminished the number of children left without education as necessarily to reduce the possible increase of scholars in future years in the most marked degree.

My engagements do not permit me to extend this brief view of the statistical evidence, but it seems to me, even in this simple form, to yield an irresistible conclusion in favour of the self-extending power of the voluntary system.

I refrain from stating the various objections to the different systems of Government education or Government aid to education, and which rest both on civil and religious grounds, because I believe they will be clearly stated by others.

EDWARD BAINES.

The witness withdrew.

Adjourned to Thursday, the 26th instant, at 12 o'clock.

Thursday, 26th January 1860.

PRESENT :

His Grace the DUKE OF NEWCASTLE.
The Right Hon. SIR JOHN COLERIDGE.
The Rev. WILLIAM CHARLES LAKE, M.A.
The Rev. WILLIAM ROGERS, M.A.
GOLDWIN SMITH, Esq., M.A.
NASSAU WILLIAM SENIOR, Esq., M.A.
EDWARD MIALL, Esq.

HIS GRACE THE DUKE OF NEWCASTLE IN THE CHAIR.

Sir JAMES KAY SHUTTLEWORTH, Bart., examined.

Sir J. K. Shuttleworth, Bart.

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2306. (*Chairman.*) I believe you were Secretary to the Committee of Privy Council on Education at its first commencement in 1839 ?—I was.

2307. Will you state generally what was the condition of public education at that period ?—I had had some previous personal opportunities of making myself acquainted with the condition of education, both in the manufacturing and in the rural districts. In the manufacturing districts I had been a physician for seven years in Manchester in the active practice of my profession, and in connexion with some friends I had founded a statistical society in Manchester, one main object of which was to obtain statistics of the condition of the poorer classes of that town, and especially of the state of the schools. The Manchester Statistical Society published a series of reports, both as to the physical and moral condition of the poor and likewise as to the state of the schools of the town of Manchester. I may state generally that I received the impression that it would be scarcely possible to conceive as respects the majority of the schools, institutions more inefficient for the purposes for which they were intended, and that they were lamentably inadequate in numbers. Afterwards I was appointed Assistant Commissioner of Poor Laws. I had charge of the introduction of the new Poor Law into the eastern counties of England, and there I had abundant opportunity in communication with the magistrates, clergy, and guardians of ascertaining what was the state of education amongst the pauperized classes of those eastern counties. Generally speaking there were few or no schools in the rural parishes of those counties; in the towns too such schools as existed were chiefly dame schools, and, generally speaking, the impression which I derived concerning the condition of the pauperized agricultural labourers was that, excepting from the general influences of society, they had made very little progress in some centuries. Possibly the condition of their cottages had improved, and there was greater salubrity in the position in which their cottages were placed, from there being less marsh, and less forest, but, generally speaking, they were in almost as low a state as the half emancipated serfs of the early Tudor period. From these various sources I derived the impression that education throughout this country was in a very low position.

2308. Can you give us any general information as to the past proceedings of the Committee of Council?— The earliest proceedings of

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the Committee of Council were founded upon the reports which had been presented to Parliament by certain committees, and particularly by some committees of the House of Commons, and especially of one committee over which Lord Brougham presided in 1835. There had been, prior to the formation of the Committee of Council, Treasury grants of 20,000*l.* a year, which had been administered through the National Society and the British and Foreign School Society. The recommendations of those two societies had been accepted as to the distribution of that fund which was applied solely for building schools, and with the rules and regulations of which I believe the Commission is familiar by the evidence of Mr. Lingen. After the experience of six years had been obtained of the administration of those grants, it was felt that their application might be open to public question, because they were administered through two irresponsible bodies, who merely presented certificates to the Treasury. It seemed expedient that some considerable change should take place in those arrangements. The committee over which Lord Brougham had presided had very strongly animadverted on the imperfect state of education throughout the country, in all respects, both as to the inadequacy of the number of schools, and the inefficiency of their condition. They had particularly urged the formation of a normal school.

2309. In what year did the committee to which you are referring sit? —In 1835.

2310. That was two years after the commencement of the Parliamentary grants by the Treasury?—Yes; the report of that committee stated "that, for the purpose of improving the kind of education given at "schools for the people at large, it is expedient to establish in several "parts of the country seminaries where good schoolmasters may be "trained and taught the duties of their profession." I believe that this report, and similar recommendations proceeding from various other quarters, induced the Committee of Council to conceive that any effort to establish a general system of education would fail unless expedients were adopted for the improvement of the means of instruction for schoolmasters. Their first proposal, therefore, after the establishment of the Committee of Council on Education was the foundation of a normal school. Upon the constitution of that school arose the first controversies with respect to elementary education. The constitution of the normal school was not intended positively to anticipate the character of the education of the country, but it was at once accepted by the country as an indication of the character of the education which the Government intended to establish. In the constitution of the school it was proposed that religious instruction should be divided into general and special. The general religious instruction was to be given by the masters in the model school, and by the principal or the rector in the normal school for students, and that was to consist of such general truths of Christianity as are common to all the Christian communions of England. The special religious instruction was to include that doctrinal instruction upon which differences of opinion occur, and might include, although it was not specified, questions of discipline and religious organization belonging to each of the respective religious communities. That special religious instruction was not to be given by the master or by the principal, but by a chaplain to Church of England students, and by some licensed religious minister to those belonging to the dissenting communions. In this normal school, therefore, the teachers of all the several classes of schools connected with the religious communions of England were to be educated together. The Government thus approached the whole difficulties of the religious question. A very

great controversy arose as to the constitution of this normal school, which was conceived to be an indication that the Government desired to establish common schools for the country, founded upon a basis of religious equality. The Church of England, in particular, entered a most emphatic protest against a general system of education founded upon such a basis. Very warm debates occurred in both Houses of Parliament, and a deputation of bishops and peers waited upon the Queen with an address against the proposed constitution of the normal school. Moreover, the Government grant of the year was carried in the House of Commons by only a majority of two. In consequence of these discussions of the inadequacy of the majority, and of the strong protest proceeding from a large portion of the members of the House of Peers, the Government withdrew the scheme of a normal school. This issue of this proposal was regarded as a test of the impolicy of attempting any general scheme of education founded upon the basis of religious equality by the establishment of common schools.

2311. Was this attempt to form a normal school the first proceeding of the Committee of Council on Education ?—It was the first proceeding.

2312. (*Rev. W. C. Lake.*) Would you designate that scheme as a scheme for establishing a normal school on the basis of religious equality; was it not rather on the basis of religious comprehension ?—What I said, I think, was that it was regarded by the country as the first step towards the establishment of a *common school upon the basis of religious equality*, which does include the idea of comprehension.

2313. Would you not say, to define it accurately, that religious comprehension was even more the idea than religious equality ?—I think that the Government had not formed any very clearly defined opinion as to what the constitution of any general system should be. I believe that they looked simply to the question of the principle upon which a normal school could be founded, and that they determined in the first instance to attempt, though they foresaw very great difficulties in the undertaking, a normal school which should include teachers representing all religious communions upon the basis of equality.

2314. (*Chairman.*) The principle, then, upon which a normal school was originally founded was simply to procure an adequate number of accomplished teachers for the schools of the kingdom ?—It was the first step in that direction.

2315. That you consider to have been the real object of the attempt to found a normal school ?—The sole object.

2316. And the reason of its being one negativing any separate religious principle of education was that that was the only means of educating schoolmasters for the whole country under one roof ?—Yes.

2317. What farther questions in the deliberations of the Committee arose out of this attempt to found a normal school ?—When this plan had entirely failed, the Committee of Council considered it expedient to proceed merely tentatively in the administration of the public grant; and after conference with some of the Cabinet Ministers, I was allowed to go abroad, and to pursue some investigations (which I had for some time previously undertaken both in this country and abroad) as to the internal constitution of elementary and normal schools, the methods of instruction, the construction of buildings, and generally speaking, the whole organization of elementary education. I spent a good part of the summer and autumn of 1839 pursuing such investigations in France, Switzerland, parts of Germany, and in Holland. Upon my return to England, some minutes were framed with respect to the apprenticeship of pupil-teachers, the construction of school-buildings, and the general organization of schools as connected with that construction. These

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minutes resulted from the elements collected during that and previous visits to the continent; and, from the year 1839 up to the year 1842, the whole proceedings of the Committee of Council consisted in an effort, by correspondence, gradually to introduce the results of experience as to the internal constitution, the organization, and management of schools to the notice of the managers of schools in England. So that, excepting an increase of the number of inspectors from the year 1839 up to the year 1842, and I think some slight increase in the grant, no new proceedings were adopted by the Privy Council. The training of pupil-teachers, and their employment as assistants to the master in schools, had been, however, undergoing for some years a careful trial under my own direction, as Metropolitan Assistant Commissioner of Poor Laws. Especially at Norwood and Limehouse that plan of organization had been successfully carried out.

2318. You speak of a correpondence between the Committee of Council and the managers of schools—the present system of management of schools not then having been introduced, of what bodies do you speak?—Of committees of managers, which were formed for the building of schools particularly. For example, in the construction of the school, an effort was made to introduce better school-buildings, better ventilated, better warmed, and better lighted, so as to throw the light in the particular directions best suited for the instruction of classes; to introduce groups of classes at parallel desks, so that the methods of instruction which experience had shown to be the best might not be obstructed by the construction of the school, and gradually to discourage the monitorial system, and encourage the formation of the system of apprenticeship.

2319. Did such correspondence originate with the Committee of Privy Council or with the managers?—The correspondence was very much suggested from the Committee of Council.

2320. In 1842 I think a new move took place on the subject of education by the introduction of certain clauses in a Bill introduced by Sir James Graham.—Yes. In 1842 Sir James Graham had before him the reports of the Inspectors of Factories for a series of years, shewing, that notwithstanding that the Factories' Regulation Act required that the half-time children should spend three hours, every day in the week excepting Saturday, in school, the inspectors had no means of determining the school to which the children should go, or even that the school should have the slightest degree of efficiency. The reports even extended to this consequence, that some of the schools were merely nominal schools, and if my memory serves me rightly, I believe it is on record, at all events it is the fact, that the apparatus of certain of the schools consisted simply of the ordinary dining room of the factory, into which, perhaps, some cripple was put with pieces of old newspapers, and with no other apparatus of instruction than a stick. Sir James Graham was very deeply impressed with the necessity of taking some steps to render the clauses of the Factories' Regulation Act not absolutely nugatory. As the number of schools existing in 1842—17 years ago—was exceedingly fewer than it is at present, it was quite impossible to require by one Act of the Legislature that children should be sent to schools under inspection, or should be sent to schools, the efficiency of which was ascertained by the inspection of either the factory inspectors or of any other competent authority, because such schools really did not exist in the remote valleys of Lancashire, Yorkshire, Cheshire, and Derbyshire. Very often a factory would be situated many miles from an efficient school, and to have enacted such a law would have been to have required an impossibility. To give practical efficiency to the law,

it was therefore necessary to take some measures to found efficient schools, and the effort to do that involved Sir James Graham in the vexed question of the constitution of the school which was to be founded. As the constitution of the Normal School which was attempted to be founded in 1839 had been that of a common school on the basis of religious equality, Sir James Graham attempted to found a common school on the basis of religious toleration, a step differing essentially from that of 1839. The constitution of the school provided that the Holy Scriptures should be taught in it daily by the master, that the school should be opened by the reading of the Scriptures and the Lord's Prayer; that the master should, when required by the clerical trustee, teach the Catechism to those children whose parents belonged to the Established Church, or whose parents made no objection to their learning the catechism, during not more than one hour each day, or three hours in each week, but should teach it in a room apart from the rest of the children, and to be separately provided in the construction of the building. The clerical trustee might also teach such children, and use such religious exercise as he might think fit in this separate room. The children of Roman Catholics were allowed to be withdrawn from the reading of the Holy Scriptures, and from the prayer, and from any matter of religious instruction to which their parents or guardians might object. So likewise the children of dissenters might be withdrawn from any religious instruction to which their parents might object, and likewise they were not to be compelled to attend the church, or the church Sunday school, nor in any way to forfeit their religious privileges; but the licensed minister selected by the parents of such children, or any person appointed by such minister was allowed to attend to give such instruction as their parents might desire to the children at hours set apart for the purpose. Moreover, the time selected for the instruction of the children belonging to the Church of England in the catechism by the master was to be either one hour after the opening of the school or one hour before the close of it, so as to interfere in the least degree with the ordinary instruction of the school. The constitution of the Board of Trustees or Managers was, however, not exclusively Church of England. The bishop appointed a clerical trustee and that trustee appointed one other. The subscribers to a certain amount appointed a third, and the rate payers appointed four others, but of the seven trustees the clerical and his nominee could alone be regarded as restricted to one particular religious communion. Other qualifications of a civil character, were, however, required. Whereas before the chief opposition to the scheme of the Normal school which was regarded as a common school on the basis of religious equality proceeded from the Church of England the chief opposition to the common school founded on the basis of religious toleration, notwithstanding the open character of the governing body, proceeded from the dissenters. The whole of the dissenting communions of England unanimously protested with the utmost vehemence against the education clauses of the Factories Regulation Act of 1842. The storm of opposition was so violent that after the Government had persevered with some discussions in the House these clauses were withdrawn from the Factories Regulation Bill.

2321. (*Mr. Senior.*) How were those schools to have been supported?—Those schools were to have been supported by rates.

2322. (*Chairman.*) Rates within what area?—The maintenance of the schools contemplated by the education clauses of the Factory Bill of 1843 was provided for, in the case of places which maintained their own poor, by a charge upon the poor rate. In other places power was

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given to the justices in petty session with the sanction of the Committee of Council to create a school district and to settle the proportion of contributions to be paid out of the poor rate by the different parishes, &c. comprised in the district. Power was given also to borrow money from the Commissioners of Loans for Public Works in order to supply deficiencies in subscriptions for the erection of schools.

2323. This further attempt at an extension of education so far as the factory districts were concerned having failed, what proceedings were taken by the Committee of Council on Education between the years 1842 and 1846?—The Committee of Council were not responsible for certain steps which were taken in the interim, but a very strong impression prevailed among the members of the Committee that the effort in some form or other to provide a better education for schoolmasters ought to be revived. Thinking that I should not act disloyally towards the Committee, but certainly without asking the permission of the Committee as their secretary, I, in conjunction with Mr. Edward Tufnell, founded a normal school at Battersea, chiefly with the view of giving an example of the methods of training schoolmasters which we had observed abroad, and familiarizing particularly the religious bodies with those methods. That normal school was founded in the year 1840-41.

2324. Before Sir James Graham's clauses?—Yes. The experience derived from the trial of that normal school from the year 1841 up to 1843 encouraged the formation of several other similar schools which obtained the name of training colleges. As the previous effort to found a common training college had failed, these new attempts all partook of a denominational character. The training college at Battersea was followed very soon afterwards by the foundation of the Saint Mark's, the Chester, and other colleges, and by proposals for the enlargement and improvement of the British and Foreign School Society's normal school in the Borough Road. These several measures had made considerable progress before the year 1846. In the autumn of 1845 the Government entertained the question whether it would not be possible to organize the education of the country so as to feed the normal schools which were growing up, and which had obtained a denominational character, with candidates who had been trained to an apprenticeship of five years, had been examined at the end of each year, and who at the termination of their apprenticeship underwent a further testing examination followed by the distinction of Queen's scholarship, and then entered the training colleges with some bursary or grant from the Government in aid of their education.

2325. (*Mr. G. Smith.*) The training colleges of which you have been speaking were all founded by private enterprize, either of societies or of individuals, were they not?—Every one of the training colleges originated in the exertions of individuals, but my memory does not serve me at this moment to say how many had originated before the minutes of 1846 were issued.

2326. (*Mr. Senior.*) The Government never founded any?—No; except that, subsequently, under totally different circumstances, with a view to totally different objects, the Government founded an administrative training college at Kneller Hall, for the purpose of supplying the workhouse, prison, and dockyard schools, and those of various other public institutions, with masters.

2327. (*Mr. G. Smith.*) That was the only training college which the Government founded?—It was.

2328. What is the result of that experiment?—The result is a very complex one. The Government did not persevere with measures for

the foundation of district pauper schools throughout the country, which was the main feature of the whole scheme. Not having persevered in the formation of the district schools for pauper children, the teachers trained at Kneller Hall had no distinct career before them. The main object of the training college was wanting in the system of which it was only an accessory. The training college there was abandoned, not because of any inherent defect, but because the Poor Law Commission and the Government did not persevere in the design of founding district pauper schools.

2329. (*Mr. Senior.*) I apprehend that Kneller Hall was founded for the training of a set of masters for schools, which schools were never created, or which masters were placed by the Poor Law Commissioners in such an inferior position that persons trained at Kneller Hall did not accept it?—Exactly so.

2330. (*Rev. W. C. Lake.*) When you say that in consequence of the failure of the original scheme to form a training college on the basis of religious comprehension, that attempt was followed by training colleges of a denominational character, do you include the one at Battersea?—Yes.

2331. Upon what ground, having originally proposed the formation of a common school for training schoolmasters, did you, in your own experiment, change the plan to one of a denominational character?—I may be permitted to say that I regard the whole of the proceedings in relation to education as tentative, to this extent, that whatever may have been the principles or motives in which any scheme has originated, the Government have never refused to profit by the experience either of their success or failure. They have in fact modified their course of action repeatedly in consequence of such experience. Society in England has an exceedingly complex character; and I think that any one would be extremely rash who, on so vast a question as the introduction of an institution like that of a common school in which the great mass of the people are to be educated, conceived that he could in the first instance anticipate upon what basis that structure would ultimately have to be built. The constitution of the Battersea training college, therefore, was one of the fruits of experience, and I may define that experience to have resulted, first, in a deeper appreciation of the exceeding strength of the religious principle of this country, which devotes so large a portion of charity to the school as a part of the religious social organisation—as a nursery for the church or the congregation. Secondly, I was led to admit what was very reluctantly forced on my mind, namely, the weakness of any other principle; as, for example, of the patriotic or the civil principle—upon which the Government could in any degree rely for the support of such an institution. I believe that no civil body in this country, apart from the central Government, has done anything worth speaking of for public education. I believe that all that has been done for education in this country hitherto, excepting what has been done by the central Government, has been derived from religious zeal. I will admit that this zeal may have to some extent partaken of the spirit of propagandism. It may even have had the harsher features of sectarian strife. But it has included in a much larger degree the same depth of religious conviction which led the religious communions to self-sacrificing exertions for the abolition of the slave-trade, and of slavery in our colonies, for the evangelization of the heathen, and for church and chapel extension. In like manner, to attribute this zeal chiefly or in a great degree to religious rivalry is to betray a very limited acquaintance with the religious communions of England. With this conviction of the truth and sincerity of the reli-

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gious feeling which had promoted the education of the poor; as the religious bodies had clearly defined their intention not to accept a common school, it would have been unwise to attempt again to found a common school.

2332. Do you then mean that your reason for changing from the form of religious comprehension which you originally suggested, to one of a denominational character, was that you found that a denominational character, so to speak, was more in accordance with the feeling of the religious people in England?—Certainly.

2333. (*Rev. W. Rogers.*) Was your college at Battersea denominational; was not it on a common basis?—It was a Church of England college presided over by the present Bishop of Bath and Wells, who was then vicar of Battersea, and became the honorary chaplain of the college. The whole of the instruction given in it was in accordance with the liturgy and articles of the Church of England, and all the students attended on public worship in Battersea Church. There were students in the college who probably were the children of dissenters, or might afterwards teach in schools of a very comprehensive character, though probably not in a dissenting school; but they always adopted, without any hesitation, a discipline which was mild and not dogmatical.

2334. (*Mr. G. Smith.*) What do you consider to constitute a denomination with reference to this question?—I can only speak from the practice of the department. It is quite clear that the practice of the department hitherto has been first to recognize the Church of England, then those religious bodies which have a distinct constitution, like the Congregationalists, the Wesleyans, the Presbyterian bodies of Scotland, and the old Presbyterians of England, who have somewhat altered their religious faith, and the Roman Catholic Church. The Committee of Council have likewise recognized the Jewish communities. It is quite clear that, if we proceeded beyond those bodies which have already been admitted to the benefits of the public grant, we might ultimately come upon a limbo of uncertainty in which it would be very difficult to say whether a body with which you were dealing had obtained that concrete character which would deserve the name of a denomination. In this respect, as in every other, the proceedings of the Committee of Council have been tentative; they have proceeded from step to step, and I do not think that it would be wise for me to attempt any general definition.

2335. (*Mr. Senior.*) Is there any difference between the words denomination and denominational, and the words sect and sectarian?—I do not see very much difference.

2336. For many years I believe the whole expense of Battersea College was defrayed by yourself and Mr. Edward Tufnell?—Not entirely; we had subscriptions from certain of our friends, Lord Lansdowne, Lord Carlisle, the Duke of Sutherland, and others, who were kind enough to take a personal interest in the success of the institution, gave us handsome donations towards the expenses.

2337. The bulk was supplied by you and Mr. Tufnell, was it not?—About 750*l.* a year by each of us, I think.

2338. And the rest by the contribution of friends?—Yes.

2339. Do you recollect what the whole expense was?—I do not recollect; but it cost about 50*l.* per student.

2340. For how many students?—We began with about 20, and admitted 60 or 80.

2341. (*Chairman.*) Can you state what number of these training

schools existed prior to 1846; you have already stated that your own was founded in 1841?—About fourteen.

2342. Did the Battersea training school or any of the other training schools which were subsequently established receive any Government aid prior to 1846?—A sum, if I remember rightly, was appropriated to the training institutions of the National Society and the British and Foreign School Society in a preceding year, amounting altogether to 1,200*l.* or 1,500*l.* But besides that general contribution, the application of which was not defined, no sum has been allotted to such objects.

2343. (*Rev. W. Rogers.*) Did they not receive any building grants?—Yes, there had been some grants towards the buildings.

2344. (*Chairman.*) Then prior to 1846 the pecuniary transactions of the Committee of Privy Council were confined to the building grants which had been begun in 1833 with some contributions to the training colleges?—Yes, and the inspection.

2345. The year 1846 may, I suppose, be considered as an important era in the progress of the scheme commenced by the Committee of Privy Council, may it not?—The decision arrived at by the Committee of Council in 1846 was obviously most critical, for it amounted, in my conception, to the abandonment of the idea of a common school, and the adoption, as the only practicable mode of procedure in the main, of the denominational system. It likewise at least amounted to a postponement of the consideration of the question of supporting these schools by rates and to an indefinite extension of the Parliamentary grant. That was obvious from the general bearing of the controversy which arose upon the minutes of 1846. It was particularly urged by Mr. Baines of Leeds, as the advocate of those who are opposed to any interference by the Government with the education of the country, that the Parliamentary grant would gradually obtain enormous dimensions, and that the amount of patronage, which would be in the disposal of the Government, would assume proportions threatening the liberty of the country. To this the reply was made, that whatever extension occurred would necessarily be exceedingly gradual, because it would involve at least a proportionate increase of contributions on the part of the supporters of such schools for their improvement in one form or other, and that such increased contributions, together with the charge borne in a larger proportion by founders for the erection of new schools, would be an impediment to any rapid progress.

2346. Will you state the main heads of the Minutes of the Committee of Privy Council in 1846?—They consisted of grants in payment of the stipends of pupil-teachers during an apprenticeship of five years, at an average rate of 15*l.* per annum, and of a gratuity to the master or mistress for their instruction during this apprenticeship, of grants to Queen's scholars for their admission into training schools to defray a portion of the charge of their education there; of a further grant at the close of the first or second year's training if the student were successful in obtaining his certificate which was likewise to go in aid of the charge of his education in the training College; then of an augmentation of the salaries of masters who obtained certificates on the fulfilment of certain pecuniary and other conditions in their respective elementary schools; besides which there were certain subordinate grants towards the foundation of industrial schools.

2347. (*Rev. W. C. Lake.*) On what grounds did you speak of those minutes as abandoning the idea of any support being given to schools by rates?—Because it was quite apparent that in a few years the number of schools participating in these grants would be so very great, and the impulse given to the foundation of schools would be so strong,

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that schools having a positive constitution of a distinctly denominational character would become the type of schools throughout the country, and that the difficulty of founding any other class of schools to be supported solely by rates would be thereby enormously increased.

2348. (*Mr. Miall.*) You have described a machinery which was put together by the Committee of Privy Council in 1846; can you state what were the objects intended to be worked out by means of that machinery?—The main objects were twofold; first, to create an efficient machinery for the education of the country. In explaining that, I must be permitted to go back and to say that the defect which had been most prominently brought forward by the Reports of the Committees of the House of Commons, and by the Reports of Inspectors, was the exceeding inefficiency of the existing class of teachers. Then, secondly, the conception was, that it would be a good method of distributing public money to pay for the means of education, rather than to attempt any method of payment which should be determined by results. The principle adopted was, that good means being obtained and well superintended, the result would be sure.

2349. The principal object then, if I understand you rightly, of the machinery then put together, was to improve the instrumentality employed for the education of the country?—Yes.

2350. (*Mr. G. Smith.*) Lord John Russell said in the House of Commons, on March 6th, 1856, in bringing forward a measure on National Education:—"I do not think it was intended by those who, "in 1839, recommended the system that its plan should be such as to "pervade the whole country; on the contrary, the object was rather to "create models of teaching, and to exhibit such improvements in the "mode of education that the obstacles which stood in the way of a "national system might in the progress of time be removed, and a "scheme propounded for which experience might be said to presage "success." Does that appear to you to be a correct statement of the intentions of the authors of the scheme?—I think that what Lord John Russell probably intended to convey by that was, that whilst the Government provided the type of a general plan of education which should prevail throughout the country, it did not intend to impose it arbitrarily upon the country; but that is a totally different view of the question from what may be regarded as the logical consequences of the adoption of such a plan. My answer to the previous question had rather reference to what were the logical and probable consequences of the adoption of such a plan.

2351. (*Mr. Senior.*) Do you regard the proceedings of the Committee of Council as having been from the beginning tentative?—I regard the whole proceedings of the Committee of Council as having been tentative in the sense which I have defined, that is, though based on principles of a clear and definite character, both the idea and the mode of its application have been at successive periods modified by experience. My own conviction very strongly is, that any other method of procedure would necessarily end in discomfiture.

2352. You think that, in fact, they had no definite scheme, but intended to take measure after measure for the promotion of education as the success of one step showed them that they might go a little further?—Their scheme was in each instance definite both in principle and detail, but subject to be modified by experience.

2353. (*Mr. G. Smith.*) Was any estimate originally formed of the probable expense of the experiment?—There were vague estimates formed of the possible expense of the experiment, and one of them was published in a pamphlet which was issued with the sanction of

the Government of that time as to the rate of progress which might be made in the expenditure, and the various impediments which that rate of progress would encounter, owing to the necessity of its being accompanied by largely increased voluntary contributions towards the building and towards the support of schools. It was shown that nearly two millions per annum must be raised from subscriptions and school-pence before the annual Parliamentary grant could reach the dimensions anticipated by Mr. Baines.

2354. But subject to those calculations, its extension was left quite indefinite ?—It was.

2355. (*Sir J. Coleridge.*) Did that pamphlet specify any amount at which it was supposed that it would arrive ?—It did not; it only made a general calculation.

2356. (*Rev. W. C. Lake.*) Are you speaking now of 1839 or of 1846 ?—I am speaking of 1846.

2357. (*Mr. Miall.*) Was it intended by the Minutes of Council to extend education to those who did not before possess it, or simply to improve the schools ?—It was intended to extend it indefinitely.

2358. Was it contemplated that the system might ripen into something like a supply of teachers for the schools of the whole nation ?—As I have said before, I do not believe that the Committee of Council at any time have considered themselves warranted in deciding that any plan which they adopted would be that which would ultimately be found to be practicable under all the extreme difficulties with which this question is involved; but, subject to the results of future experience, they certainly conceived that the events of 1839 and 1842 justified them in relying chiefly upon the religious zeal of this country in aid of the contributions of the Government for the growth of the system of national education.

2359. (*Rev. W. C. Lake.*) You do not remember any calculation having been formed, or, if it was formed, you do not remember what the exact calculation was as to the amount to which the Government contributions might run up in the course of a few years ?—The impressions in the department, and my own personal impressions, have always been that the growth of a national system of education in this country must be so slow that it will with difficulty keep pace with the growth of the population, and, therefore, it is obvious that any such calculation would be of little value.

2360. Do you call the plan adopted in 1846 a scheme of national education ? I rather understood you, in some of your recent answers, as guarding against the idea that it was intended for a plan of national education ?—I cannot answer that question without reference to the preceding replies, that the whole course of the Committee of Council has been so entirely tentative in the sense which I have defined, that I think it would be wrong to represent them as at any time deciding upon a principle which was to be regarded as a system of national education, but rather as deciding upon measures which they conceived, under all the existing circumstances, to be the best, and subject, therefore, to the results of future experience, they have at all times been attempting a system of national education.

2361. (*Sir J. Coleridge.*) The Committee have never definitely prescribed what shall be taught, have they ?—Never.

2362. That would seem to be a necessary part of a complete system of national education, would it not ?—That is to say if the system or national education were to assume an arbitrary form.

2363. In any system would there not be some regulation respecting the matter to be taught ?—All the steps which have hitherto been

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taken have been so strictly consistent with the personal liberty of the subject and with the liberty of the associated and corporate bodies in this country that the Government have never attempted any other definition than that which has been absolutely required for the safe and efficient administration of public money.

2364. You rather sought to help the means of education?—Certainly.

2365. (*Mr. Senior.*) But to this extent you directed the course of education by prescribing the questions to be put to the Queen's scholars?—As respects the examination of pupil-teachers and of the Queen's scholars, and the experience which has been derived from the inspection of training colleges, the Committee of Council have step by step been led into a larger amount of the regulation of the matter of instruction than was originally contemplated, but it has never been done in any single step without something more than a concurrence on the part of the managers of schools. They have generally sought from the Committee of Council guidance, and requested that form of interference.

2366. But they have obtained that guidance?—They have obtained that guidance.

2367. (*Mr. Miall.*) Supposing that there were no objections arising out of the rapidly increasing sum required from Parliament to meet the wants of the system, supposing, in fact, that Parliament was ready to vote any sum of money which the extension of the system required, would that extension meet the wants of the country with regard to education?—I have no hesitation whatever in saying that it is within my conception that every impediment might in the course of sufficient time be removed, but I am not at all sanguine as to the period which would be required for the extension of the present system over the whole country, nor am I sanguine as to the introduction of any new form of support to schools by rates, in order to increase the rapidity of the growth of the system.

2368. (*Rev. W. C. Lake.*) When you speak of contemplating an extension of the present system over the country do you mean that you think it desirable that in its present form it should be extended over the whole country?—What I mean is this, that our present position is the result of experience—that exactly as in a scientific investigation you arrive at results, step by step, by an inductive process, and you do not know by how thin a film some great truth may be concealed from you; you are at any period of the induction obliged to confine your conclusions simply to the results of previous experience. I say, therefore, that in the present stage of the matter I know no system for which the country is prepared excepting the present.

2369. (*Mr. Miall.*) Is the machinery itself adapted to reach those districts in which the necessity for education is by far the greatest?—I think that in those respects the machinery is capable of modification by contrivances, which would not in any essential particular either modify its principle or very greatly modify its detail, as for example taking an agricultural school in a parish which, owing to the apathy of the inhabitants and of the proprietors, afforded the least amount of resources towards the support of an efficient school. The mode in which the capitation grant has been relaxed to meet the wants of the agricultural districts is in my conception an error. That work might, I think, have been more safely attempted by other means. The difficulty which the Committee of Council have hitherto encountered has been the risk attending the letting down of their general regulations to the level of so apathetic a parish. Their apprehension has

been that if they made their requirements for general contributions such as to meet the low intellectual, and I may say moral, condition of such a parish, they would in that way open the public grant to demands which would be consistent with a generally inefficient condition of education throughout the country. That apprehension is well founded, but I think on the other hand that it would be quite possible to adopt expedients with respect to rural schools, which would not be open to that objection. In parishes below a certain amount of population, it might be quite right to permit a small school with not more than a specified number of children to be conducted by probationary teachers, and stipendiary monitors instead of certificated teachers and apprentices, in which case the school would be conducted at a very greatly less cost. I think likewise that it would be quite possible to enlist the services of a superior class of females, who might from religious motives be disposed to undertake the charge of dame schools in agricultural parishes, having themselves small means. They would thus obtain a position of great usefulness, and some social status as a sort of deaconesses in connexion with the church. Their services would be most efficient in conducting dame schools in such parishes, and at less cost to the Government. By some expedients of that kind, I think that the wants of the agricultural parishes might be met.

2370. That would hardly meet the case, would it, of thickly populated districts, in towns and cities, and manufacturing places, which, perhaps, are more destitute and more in need of education than even the rural districts?—When the word "destitute" is used I should rather substitute the word "apathetic," that is to say, destitute of the moral and intellectual sense necessary to induce them to make the sacrifices requisite for education. I do not think that any part of this country is so poor as not to be able to bear an educational rate of 6*d.* in the pound. Moreover, the whole parliamentary charge for education from the year 1833 up to the present time does not amount to more than three or four shillings per head for the whole population. I cannot, therefore, conceive that any district is so destitute as not to be able to make the requisite sacrifices, but I can readily believe that many districts may be so apathetic as to be unwilling. Now taking the case of the apathetic portions of towns, there would be more difficulty in providing for them upon the present system than there would be in providing for an agricultural parish, because the staff of teachers required in such a school must necessarily be at least as efficient as in those parts of the town where the greatest sympathy with the wants of the poor was exhibited, and unless by a sort of missionary effort from the wealthy parts of the town towards the poorer districts, I am not prepared to say in what way such districts should be provided for upon the present system.

2371. (*Mr. Senior.*) Is there not often an union of apathy and pecuniary interest, that is to say, that in towns or in districts, in which the wages of children are highest, and therefore, the general income of the family is largest, there is the greatest indisposition to sending the children to school at the sacrifice of those wages?—Both on the part of the proprietors and on the part of the parents, that is the case.

2372. The richest district is often what may be called the most destitute, that is to say, the most apathetic?—The most apathetic.

2373. (*Mr. Miall.*) Do you think that the system of the Privy Council is calculated to excite and develope that missionary effort of which you speak?—I think it is, but I think we must not be sanguine, that upon this or upon any other system, we can establish a plan of

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education which shall pervade the whole country, excepting in a long course of years.

2374. (*Mr. G. Smith.*) You have spoken of the Committee of Council as making this great experiment, and watching its results and gathering the fruits of the induction from time to time; but is the Committee of Council capable of watching and controlling a long experiment? Do not the changes which take place in that Committee, the change of the President and the change of the Vice-president, render it incapable of conducting a long experiment, and of watching its results?—I should say not; and I cannot explain why I say not without paying a personal tribute to the remarkable attention which Lord Lansdowne and Lord John Russell, for a series of years, gave to the details of this system, and I must pay a tribute not only to them, but to Sir James Graham and the late Lord Wharncliffe for the attention which they likewise, during their holding of office, gave to the details of the whole question, as well as its general principles.

2375. Supposing great attention to be paid by all presidents of the Council to the subject, still one man's views differ from those of another. It is not one mind which is directing the experiment throughout. Does not that tend to vitiate the experiment?—That is true, but there is the countervailing advantage that, as I have repeatedly said, I consider the system to be practically an inductive process, that successive statesmen have brought their minds with great earnestness to bear upon a question in which the future interests of this country are deeply involved, and as one which has been always a very critical question to every existing Government. Thus a fresh mind of great power has been in the first place thoroughly well informed on all the antecedents of the question and the process by which the induction of experience has up to that point been obtained, and then an eminent intelligence has been brought to bear upon the detail, and much benefit has been derived from it.

2376. (*Mr. Senior.*) The tradition of the office is, I suppose, preserved by its secretaries?—And by the records of the department.

2377. Every new president and vice-president of the Council has to a certain extent to learn his lesson, to know what has been done and what has failed, and he must learn that lesson from the secretary?—Not only the president and vice-president, but the individual members of the Committee have paid very great attention to the details of the question. I remember particularly Lord Granville Somerset when he was appointed in Sir Robert Peel's Government a member of the Committee of Privy Council, spending successive days in the office. He entered the office with much doubt as to the fairness of its administration and the principles upon which it was founded, and after three or four days' investigation left with a conviction of the general soundness of the result.

2378. (*Sir J. Coleridge.*) Is the Committee formed entirely of official members or are merely members of the Privy Council appointed?—Up to this time the Committee has been formed entirely of cabinet ministers, with the exception of the vice-president, nominated by the Lord President of the Council.

2379. (*Mr. G. Smith.*) Can you state any specific results which have been arrived at by this process of experiment and induction?—When I reply to the question as to the specific results I should first attempt a definition of what I should understand by that term. "Spe-" cific results," in my apprehension, would mean simply specific results for present action, they would not include specific results for an action ten years hence; but with respect to the present action the specific

result which I conceive to have been obtained is this, that the Government would be justified in persevering in applying the public funds towards the preparation of the machinery of public education—that they would be justified in persevering in paying their proportionate amount for that machinery of education, and generally testing the result as contrasted with the system of paying for the results without any responsibility for the preparation of the machinery—as respects the social and religious aspects of the question that there is no spirit in the country of a purely civil character in reference to education which has the force of the religious zeal—and that therefore the Government would show a great lack of wisdom if it attempted to rely upon any other spirit for co-operation with it than that of religious zeal.

2380. (*Mr. Senior.*) In fact the whole existing system may be considered as the result?—Certainly.

2381. (*Rev. W. C. Lake.*) Do you not think, that with regard to the apathy of which you have spoken, there has been some tendency, on the part of the measures of the Privy Council, to encourage it, or at least not to discourage it, I mean that contemporaneously with these good schools being established, the parents have been taught to think that they are to get the education of their children for nothing, or little more than nothing?—In reply to that question, I must be allowed to refer to what I said in the beginning, as to the condition of the common people of this country as respects instruction. Before these measures were commenced in the rural districts, they were pauperized, and pauperized in the sense of there being in some districts nearly the whole of the able-bodied population dependent upon rates, which was a condition very little different from slavery. In the manufacturing districts they were to a very large extent collected from the wild moor lands, and remote valleys—places in which the population existed in an almost barbarous condition,—into the rude villages and the ill constructed towns of the manufacturing districts, and the condition of that population, I may say from personal experience, was excessively coarse and sensual. Now, I do not believe that higher moral sentiments in a population in such a condition can be the result of one generation of schooling. The fact that an efficient school has been provided in many of the neighbourhoods in which such a population exists has, I therefore think, tended rather to promote the growth of right moral sentiments than to retard it, though it is quite certain that at this moment, the parents of the children do not value education so much as they value the wages of their children.

2382. You mean that originally the population was so brutalized in many parts of the country, and therefore so ignorant of the value of education, that it was necessary to tempt them by erecting schools which they might frequent for little or nothing?—And further that they remain and will remain probably for one or two generations in such a condition that you cannot expect that the results which have been obtained in Scotland, by perseverance, since the Reformation, will be obtained excepting in generations of progress in this country.

2383. Still is it not the case that in very many parts of England education is valued a good deal in proportion to the call made upon the parents to pay for it?—I believe that it would be a great error to give education without charge; and I believe that sometimes the parents being incapable of appreciating what is good education and what is bad, will perhaps value it in some degree according to what they have to pay, and so might be induced to pay 2*d.* instead of 1*d.* But if you asked them 4*d.*, and they were not compelled by law to send their children to school, I think they would keep them at home.

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2384. Is it not the case, that in a large proportion of the schools connected with the Methodist Communion they pay 4*d.* a head?—You must there take into account the organization of the Methodist communion, which consists of classes connected with the congregation, each of which classes is headed by a religious instructor, and that not merely for the school objects, but likewise for all the objects connected with the religious body—the Methodists have been accustomed, as the Free Church of Scotland now is, to a system of very small contributions towards general objects. In this way the whole of the organization of the Methodist communion is brought to bear upon the parents of children connected with that body; and they can procure, and so could any religious communion which had a corresponding organization, as the Free Church has, much higher payments under the influence of religious impression than you could from a population which has no such connexion.

2385. But in other bodies, for instance in a great portion of the English agricultural poor, is it not the case that the parents will pay 2*d.*, and even 3*d.*, a week on the receipt of very small wages, for the training of their infant children at dame schools?—I do not think that more than 2*d.* a week is paid in dame schools; and when it is paid, there being in the same parish a superior school, it is very often paid as a sort of charity to the dame, so that a feeling of benefit to the dame is mixed up with the benefit to the child.

2386. Do you not think that, providing a good education would operate with that class of parents to induce them to pay as high, or a higher sum, for every child than that which they are now paying to a dame?—I do not think that they are capable of appreciating a good school; and there are many other feelings which frequently operate, as, for example, that they do not like the squire, or that they do not like the clergyman, or that they do not like the master—that they have some prejudice or difficulty. It may be a religious difficulty; and on that account they prefer the dame school to the other school.

2387. Then we are to collect it as your opinion that even where education has been set on foot for, say, some ten years, the people are still so ignorant of its advantages that they will make no effort to pay more than 2*d.* for a child?—Where there is the temptation of higher wages, as in the manufacturing districts, where a child of 13 years of age can earn from 3*s.* to 5*s.* per week, or where there is the pressure of poverty, as in the agricultural districts, where the wages are from 8*s.* to 10*s.* a week, and a child can get something by dibbling, or crow-keeping, or some other agricultural occupation, I am sorry to say that I think that the temptation of the high wages, or the pressure of necessity, has more influence over parents than any idea which they have of the advantage of education to their child.

2388. I am speaking of an earlier period than that at which the high wages would operate—a period before 11 years of age. Do you not think that, up to that time, parents, where education has been at work for some time, appreciate it enough to pay 3*d.* a week for a child?—I think that they probably will do so; but I do not think that they at present do.

2389. (*Mr. Senior.*) The age at which a child can earn 1*s.* 6*d.* a week begins much earlier than 11. It begins at eight or nine?—Yes, at eight.

2390. (*Mr. G. Smith.*) You would prefer that, in cases where parents are able to afford it, they should pay the whole expense of the education of their own children?—The cost of an efficient school, independently of the money expended by the Government and by the

religious communions for the training of the schoolmaster, is about 32*s.* per scholar, which is at the rate of 8*d.* per week for each scholar for 48 weeks in the year. At present the parents pay rather more than 1½*d.* per week on the average; the private contributions, the endowments, and the sums derived from other sources, amount to about 3*d.* per week, and the Government at present, for pupil-teachers, the augmentation of the masters' salary, and other objects contemplated by the minutes of 1846 and 1853, pay the remaining 3½*d.* I do not anticipate that, in the next 100 years, the parents of children would so appreciate the value of education in this country that they would be willing, generally, to pay the 8*d.* per week for the education of their children.

2391. Then, even in districts where wages are highest, and where the parents are well able to pay the school-pence for their own children, you would continue to pay those school-pence out of public taxes for an indefinite period, perhaps for 100 years?—I think that in reply to that question two courses might be supposed; one is that the Government should compel the parents to pay whatever was considered requisite for an efficient system of education for the support of an efficient school, as at present under "The Factories Regulation Act" they compel them to pay 2*d.* per week out of the wages of their labour in the factory; and then it would be necessary to suppose, either that the cost of the school was reduced, or that the Government compelled each parent who sent his child to a school to pay 8*d.* per week. The other supposition is, that the parents are willing to pay it. Now, I have not ever conceived that so compulsory a system could be adopted in this country as that the Government could compel each parent to pay 6*d.* or 8*d.* per week for the education of his child, and to keep him at school for the requisite period; and I have already stated my conviction that I do not believe that the parents will be willing to do it for 100 years.

2392. (*Mr. Miall.*) Do you think that the paying for the parents a considerable portion, amounting to nearly half of the education of their children, will contribute to make them willing?—I believe that the process will be this, that provided the existing day schools are followed up by a system of evening schools for training the children after the age at which they leave the elementary schools, more or less up to manhood, the next generation of parents will have a higher appreciation than the present of the value of education, and so in successive generations; and that, after the lapse of a certain period, you may have a class of parents like those of the Scotch, who have not been corrupted by living in great towns, and mixing with a population which has immigrated into the great towns, a generation capable of appreciating the advantages of education, so as to make the requisite sacrifice.

2393. (*Sir J. Coleridge.*) Supposing that the Government assistance was withdrawn, what do you think would be the effect even in districts where, from the amount of wages, the parents were able to pay the 8*d.* per week?—If the Government assistance were withdrawn, that would amount to the removal of the pupil-teachers, and if the master were retained, to a larger contribution either from the parents or subscribers towards the salary of the master, who would then have to conduct the school upon the old monitorial system. The substitution of the monitorial system for the present pupil-teacher system would be no inducement to the parents to contribute a larger amount; for they would immediately know that the very young children under 13 who had to teach the scholars, must necessarily be less competent than the boys from 13 to 18 who as pupil-teachers, or as assistant masters had taught them. So that I cannot conceive in that change any inducement to the

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parents to increase their contributions, but rather the contrary, and certainly the whole strain of such a change would have at present to fall upon the voluntary contributions of the public.

2394. (*Mr. Miall.*) That is, supposing the change were immediate; but supposing the change were gradual, say extending over 20 years or a longer period, what do you think would be the effect?—I think that 20 years is a very small period indeed in the growth of such a system. It may be a proper period to take for the entire removal of a system which has only taken 20 years for its growth, but I should expect that we should do little more than return to where we were in 1839.

2395. (*Mr. Senior.*) The schools would again become utterly inefficient?—They would not immediately, but in a short time become again inefficient, excepting as far as the public attention had in the meanwhile been roused by the exhibition of a superior system, and they had therefore become less capable of tolerating one which was so utterly inefficient as that which existed in 1839.

2396. (*Sir J. Coleridge.*) Still, confining your attention to such a district as I supposed, what would be the effect supposing there was a necessity for a new school?—At present none of the contributions towards the erection of new schools in a great majority of cases come from the parents of the children, and those contributions for the erection of a new school would be exceedingly fewer, because they would be less hopeful than under the existing system, if the grants were withdrawn. I therefore think that the withdrawal of the grants towards the building of schools, which at present amount to about two-fifths of the cost, would be a great discouragement to increasing the number of new buildings.

2397. Will you now go to districts where the wages were so low that the parents would really be unable to pay the 8*d.* a week, what would be the effect?—In cases where the parents were unable, as undoubtedly they would be where the wages did not exceed 8*s.* a week, to pay 8*d.* a-week for the education of their children, one of two consequences must ensue, either the cost of the school must be reduced to 2*d.* per week, or 3*d.* per week, which they could pay, or it must cease to exist.

2398. You put the ability, or the inability, to pay upon a stated amount of wages, but will not that also be affected very much by the largeness of the family; the wages do not increase with the number of children?—They do in the manufacturing districts.

2399. But there, generally speaking, the wages are higher; I was speaking of the agricultural districts?—In the agricultural districts they do not proportionately increase with the number of children, though a very young child will get some very little wages for crow-keeping, or dibbling, or some similar occupation.

2400. (*Mr. Senior.*) And then the real contribution is very much more in giving up the wages than in the school-pence?—Far more.

2401. (*Rev. W. Rogers.*) Does the 8*d.* a week include the building, or only the ordinary expenses of such a school?—It includes the pupil-teachers, the augmentation grant, the gratuity, and all other incidental expenses; it does not include the building.

2402. Then the parents, supposing they had to find their own education, would not only have to find 8*d.* a week, but also the cost of the building?—If it were supposed that the working population of this country had arrived at such a sense of their domestic duties that they would encounter such charges then they would have to provide the building.

2403. That would bring it up to 1*s.* a week, would it not, when you take in the cost of the building and the site, and the repairs ?—Not so much as that, I think.

2404. (*Mr. G. Smith.*) Have you formed any idea of the annual cost of the system of national education which you contemplate if in full operation ?—I cannot say that I do contemplate any system of national education. As I have said before, my own strong feeling is that one of the greatest mistakes which could be committed, would be either to overthrow what is now proceeding tentatively, and to substitute in its place some system upon theory, or to suppose absolutely and positively that this system was final.

2405. Supposing the present system extended to the full amount which you contemplate as probable or possible, with the modifications which you seem to suggest, what would be the consequence ?—I am unwilling to assent to such a supposition because it is one which is entirely out of my conception, inasmuch as I believe that the proper method is to proceed tentatively and experimentally, and that we cannot anticipate what new results of experience may arise in the next 10 years.

2406. What are the questions which will be solved by the progress of this experiment and the solution of which will enable us to put the system on a definite basis ?—I cannot, of course, anticipate all the questions, but some questions have already been raised by the Committee which sat in Manchester upon the Manchester Local Education Bill. The question raised there was whether that part of the expense of the system which is at present derived from the consolidated fund, towards the augmentation of the salary of the master, the pupil-teachers, the gratuity to the teacher, and, generally speaking, the minutes of 1846, remaining untouched, and being still derived from the consolidated fund and under the regulation of the Committee of Council the other charges of the school could not be transferred to a local rate to be assessed by the Town Council, not exceeding, I think, 6*d.* in the pound, and to be distributed to schools in connexion with the Privy Council or which admitted inspection, by a capitation grant under the regulations of that Bill.

2407. (*Chairman.*) The scheme embodied in that Bill was not intended as a substitute for the Government grants, but as an adjunct to the Government grants ?—It was not intended as a substitute, but as an adjunct with a view of meeting all the difficulties which exist as to the support of schools from voluntary contributions and from the pence of the parents, of providing new schools in the destitute districts of towns, and of opening the schools as a political right, as it was conceived, to the entire population free.

2408. But it did not contemplate the withdrawal of any of the Government grant, nor did it contemplate their cessation as regarded any schools which should be erected ?—Not under the minutes of 1846.

2409. (*Rev. W. C. Lake.*) If the principles of that Bill were applied, you would not consider it a departure from the essential principles of the Committee of Privy Council ?—It would not be a departure from the principles of the Committee of Privy Council as respects the denominational structure of the system, inasmuch as the schools were intended to remain as they are now connected with the several religious communions throughout the country, and to have similar constitutions to those which they at present possess. The machinery likewise of the Government for providing the masters of schools and the apprenticeship and course of study in the training schools remained untouched, and there would have remained the necessity for the grants

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from consolidated fund. But the Bill raised this most important question, whether the religious zeal of the communions of England was to be depended upon in the future for the contribution voluntarily of the funds which had hitherto been derived from them and whether the sense of domestic duty in the parents was to be depended upon for the rest, or whether that was to be regarded as a political duty, devolving on the civil community and to be charged on it by the municipalities. It therefore raised a new question and a new principle which the Committee sitting in Manchester attempted to solve.

2410. (*Chairman.*) The rate contemplated by the Manchester Education Bill was intended to act as a substitute for that portion of the expenses which had hitherto been borne by voluntary contributions?—And by the parents.

2411. Taking the division which you gave us just now that would represent $4\frac{1}{2}d.$ of the $8d.$ which every scholar costs?—Yes.

2412. The remaining $3\frac{1}{2}d.$ being still borne by the general government?—Yes. It was intended by the bill that $5d.$ per week, if I remember rightly, should be paid under the bill by the municipality as a capitation grant for each scholar in the school.

2413. You are now speaking of the Manchester Bill with which I believe, you were yourself connected?—I was connected with the whole of the proceedings which were adopted with respect to the preparation of that bill, and its presentation to the House of Commons; and I entered into it with the same feeling which I have frequently expressed to the Commission to-day. I thought it very important to investigate the bearings of a rate in aid of the existing system of Government administration.

2414. That project I think led to a counter-project also in Manchester, so that there were two rival schemes which were greatly discussed before the public for a couple of years after that period?—There was another project in Manchester, but that project had preceded the Manchester Local Education Bill. I do not remember the exact title of the project, but it was that of the National School Association of Manchester. The difference between the two schemes was important in many respects, but on the points to which I have adverted the main difference was, that the schools to be founded by the National Association were schools in which religion was not to form a part of the scheme of instruction as conducted by the officers appointed to teach in the schools, but was to be confided to the ministers of each respective communion to which the parents of the children might belong. And I think the whole charge of maintaining the schools and of founding new schools was to be defrayed from the local rates.

2415. How was that plan received by the public, especially in the district in which it originated?—A great controversy occurred in Manchester respecting the two schemes. In Manchester, perhaps more than in almost any other town in England, there is a strong feeling in favour of the dissociation of secular from religious instruction in the school. That, however, I do not think was the most prominent cause of disunion in the town council in which the respective schemes were discussed. I think that any one who has attended to the discussions which have occurred in municipalities of late will be struck with this fact, that the large charges which have been incurred in the last 12 or 15 years for the improvement of towns, for their drainage, paving, the supply of water, of gas, the general improvements of streets, and police, have occasioned a very great increase in the rates of the towns. The municipalities are willing to bear the charge of these improve-

ments so long as they wield the entire power of directing the improvements, and reap an immediate positive advantage from them; but when any question is raised between a charge which rests upon five hundred, or five hundred and fifty millions of property, which is the basis of the consolidated fund, and a charge which rests, as the charge on rateable property does, upon eighty millions. I conceive that, as soon as the question is understood, there will be the greatest possible repugnance in the municipalities to assume a burden locally which would invest them with very little additional power, but with a disproportionate additional charge. My feeling, therefore, was that there was considerable justice in the representation which was made by one or two deputations which waited upon the home secretary, that the charge was positive which it was intended to impose upon the town, but that the amount of authority to regulate the distribution of the money was small, inasmuch as it simply consisted in a registration of the school and the distribution of the capitation grant, without any authority over the management of the school; and further, a general power of protecting the religious liberty of each child in the school. The result in my mind was that a rate founded upon that basis, and which did not confide the entire management of schools to the municipality, would be rejected by the municipalities of England; that they would not accept a charge of 6*d.* in the pound upon the property, unless they had the entire regulation of the school.

2416. But supposing that the municipality would have consented to the rate being imposed without any increase of their own authority, should you then have considered that the rate as proposed by that bill would have been an equitable arrangement of the expense to be borne by others of the education of the poorer classes?—I myself reluctantly acquiesced without finding my judgment convinced in the relief of the parents of children from the payment of the school-pence. I have always had a very strong opinion that the parents will in the long run themselves derive benefit from making that immediate sacrifice, and that they purchase by the sacrifice a right to interfere in some way with the management of the school—to make known their wishes with respect to it with reference to the choice of teachers and the general regulation of the school as the Scotch do. Therefore I considered that to be certainly an error in the bill and never gave my personal assent to it, though I acquiesced generally in the trial of the experiment. As respects the removal of the burden from the voluntary contributions of the religious communions to a rate upon the town, I never was sanguine of the result, for I always anticipated the objection which ultimately occurred, that unless the authority in the management of the school were confided to the town council and the civic body they would not undertake the charge. So that though I entered into the experiment for the sake of thoroughly investigating the whole subject, I never was sanguine of the result, and I think that the result was conclusive against the early adoption of partial rating. If it once came to be discussed upon the basis of whether the government of schools shall be transferred from the religious communions to the civic authorities, it would be impossible to pass any measure through Parliament which contemplated such a transfer. If, however, experience should show that the town councils and municipalities may hereafter become ready to accept a burden of a limited amount (6*d.* to 9*d.* in the pound) with only a limited authority over the application of the fund, then I say that the Manchester and Salford Education Bill was framed with remarkable skill in almost every detail. The mixed committee representing the religious bodies which

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sat to deliberate upon and frame this measure worked with unbroken harmony and could re-unite, I have no doubt, to co-operate heartily on this basis. As a scheme of partial rating I think the measure was just and sound. I only doubt whether it would prove acceptable to the municipalities.

2417. Do you not think that under that second head came another objection, namely, the entire severance of that friendliness and sympathy between the richer classes and the poorest which is created by voluntary subscriptions for such purposes as schools for the education of the poor?—I certainly do, and I think that to substitute the idea of a rate upon the municipalities for the idea of the duty of the parent to the child, and a certain amount of obligation between the parent and the voluntary supporters of schools would be to weaken some of those rather complex and intricate bonds of society in England which do form a cement among the various classes of this country. But, on the other hand, I am prepared to make this sacrifice if a practicable rate in aid of the grants under the Minutes of 1846 could be passed through Parliament.

2418. Was not the bill open to further objection, inasmuch as while it made a sweeping change as regards the contributions of parents and the contributions of benevolent individuals, it left the contributions of the State precisely upon the footing where they had stood with all their liability to an undefined increase and open to the various objections to which a State grant must ever be liable in a country like this, especially where no limit can be affixed?—Obviously so; with this also important additional ground of objection that if it could have been carried, and if you could have supposed the municipalities to be actuated by anything like the zeal which has actuated the religious bodies, then as they would have wielded a limited power of assessment in all the boroughs of England, the charges on the consolidated fund would have increased in a ratio corresponding with the extent to which the exercise of this power increased the number and efficiency of the schools.

2419. Do you not consider that the principle of that Bill was rather a return to the principle which dictated the attempt of 1839, and was a departure from the principles which have been influencing the Committee of Privy Council and the Government and Parliament from that period up to 1846 or 1847?—The proposal arose chiefly out of this obvious embarrassment,—the growth of the parliamentary grant has been steady, and the strides taken from year to year have been longer, and the whole amount now obtained from Parliament is large. Consequently an apprehension overtook those who were earnest about the complete comprehension of the great mass of the people within a system of national education, that Parliament might hesitate to increase the grant beyond 1,000,000*l.*, or 1,200,000*l.*, or 1,500,000*l.* per year, and that at some stage or other of the proceeding the present system would be found to be incapable by the will of Parliament of further extension. Moreover, the difficulties experienced in the apathetic districts of great towns urgently called for a remedy. The parties, therefore, who undertook this investigation in Manchester sought to ascertain whether there was any other path open than that of an application to Parliament for a vast increase of the parliamentary grant; and they expected, as one of the consequences of this measure, that they would be able, probably, to allocate certain portions of the charge for augmentation, pupil-teachers, and so on, ultimately upon the local rate. They would, by such a transfer, have rendered the present parliamentary grant applicable in smaller individual grants to a proportionably

greater number of schools throughout Great Britain, while, on the other hand, they supplied the wants of apathetic districts, and provided a more permanent fund than private charities for the support of schools, without altering the denominational character of the system or transferring its control from the religious communions to the civil authorities, and without interfering with the normal schools or the machinery of public education created by the Committee of Privy Council.

2420. But this bill contemplated leaving the parliamentary grant precisely as it stood?—For the time being.

2421. Would not the views and principles which you have been referring to, as originating this attempt, rather lead to an attempt to throw the whole burden of education upon the local rates?—The intention in the first place was to transfer the charge of the local contribution and of the school-pence to the rate; but it was not without the limits of the contemplation of the promoters of the bill, that the difficulties of the increase of the parliamentary grant for the support of the rest of the system might be met by apportioning part of those charges upon the local rate ultimately.

2422. The proposal, therefore, if carried out to the full extent which you contemplated, and greatly beyond the original intention of that Bill, would have been to throw the whole burthen of popular education upon the rateable property of the country?—I think that I ought to distinguish between proposals on which the Committee which sat upon the Bill were agreed, and those which were contemplated by individual members; and speaking of individual members, I think I am right in saying that this was considered as the first step towards gradually transferring the charge from the consolidated fund to the rates of the country, but that it was considered to be extremely important that the municipalities should tread in the steps of the Privy Council, and that they should alter nothing of the general plan for the training of teachers which had been adopted in the country, and should thus be led towards the support of the system of apprenticeship and of the training schools.

2423. Assuming the doctrine that it is the duty of the State, and therefore of the property of the country, to bear the whole burthen of popular education, do you conceive it to be just, even under those circumstances, that the burthen should be thrown upon the rateable property alone?—I cannot conceive that the religious bodies would confide to the civic authorities the management of their schools, and I should therefore consider it very unjust that the rateable property of 80,000,000*l.* should bear the charge of national education. But I can conceive that one half the charge being borne by the consolidated fund, the other half might be borne in the way proposed in this bill by the municipalities, or that the proportion might become one-third from the consolidated fund, and two-thirds from the local rates.

2424. And that would have been the legitimate consequence of the full carrying out of the measure of the Manchester Education Bill?—It would.

2425. (*Mr. G. Smith.*) Supposing the present system to be extended to the whole country, can you calculate what would be the annual expense of it?—In the first place, it would be very difficult to say with perfect accuracy what the number of children to be educated would be? I have read with great doubt Mr. Mann's estimate, which I think to be a considerable exaggeration, inasmuch as I think that Mr. Mann has not taken into account the great practical impediments which there are in our community in the way of the attendance of the great mass of the poor at school, arising from the much larger employment of children and women (which, to a great extent, likewise interferes with the attendance of children at school) in this country than in foreign

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countries; and I do not therefore think that the statistics which are obtained from foreign countries are applicable in this country. The best estimate which I have ever been able to form of that which was possible in this country has been that, taking everything into account, about one in eight of the population, including the wealthier classes, ought to be at school; and supposing the population of Great Britain to amount now to about 22,000,000, that would give about 2,700,000 to attend schools, from which would have to be deducted the richer classes and those in attendance on the workhouse schools. As respects the private schools, I think that any one who knows their condition would say that no system of education would be satisfactory which did not include their ultimate absorption, unless we could conceive that their character should be totally changed.

2426. (*Mr. Miall.*) Do you mean private schools for the poor?—Yes.

2427. (*Mr. G. Smith.*) Does that estimate contemplate the case of the poorer parishes which are now unable to meet the requirements of the Government system, and any special concessions which it might be necessary to make to them?—Yes.

2428. (*Mr. Senior.*) What deduction would you make from the 2,700,000 for the richer classes and workhouse children, and all the others who would have to be deducted?—Mr. Mann's deduction for the richer classes was one-fourth. I thought that that, founded upon the general statistics which he had before him, was accurate. Then the workhouse children would be 50,000; there would be about 2,000,000 left to be gathered into thoroughly efficient schools, and to be retained there to the age of 13, either on full time or on half time, both followed by evening schools during adolescence.

2429. (*Mr. G. Smith.*) You regard one in eight as the ultimate number we can fairly expect to be in school in this country?—Under all circumstances in the day schools, and with the qualification and consequent evening instruction stipulated for, I think that would be a tolerably efficient system of education.

2430. (*Mr. Senior.*) Do you mean the ultimate number whom we can expect or whom we wish?—I do not think that it is legitimate to have a wish which should interfere otherwise than in the gradual mode of progression, development, and amelioration with the great social constitution of this country, which comprises so much manufacturing industry, and I rather found my expectation upon the growth of our manufacturing industry and its effect upon children.

2431. Assuming that there would be 2,000,000 children who might be found in the public schools, do you think that merely a desirable number or a probable number?—A probable number.

2432. Do you think that the vote for the Privy Council is likely much to increase in the course of the next two or three years?—I think it quite possible that the progress of the vote for the Privy Council might be retained at its present rate for, at least, five years to come; after that I should expect that the progress would necessarily become much slower, because the Government would then have approached those parts of the country which present the largest amount of difficulty, and their system would meet with obstacles which it would require considerable time and the growth of conviction to surmount. I should, therefore, expect that, after about five years, the rate of progress would be much reduced.

2433. At what rate do you anticipate the progress to go on during the next five years?—I think it is very probable that in the next five years the Government grant, which is now 760,000*l.*, might be raised to nearly 1,200,000*l.*

2434. Do you think that the building grant is likely to increase ?—Not after that period.

2435. But now ?—I think that it probably will go on during the five years.

2436. Increasing ?—No, not increasing, but with little diminution.

2437. Do you think the pupil-teacher grant will increase ?—What will occur, I hope, with respect to the pupil-teacher grant will be, that there will be a gradual substitution of assistant teachers for pupil-teachers, and the assistant teacher will cost the Government somewhat less than two pupil-teachers ; he will stand in the place of two pupil-teachers.

2438. (*Sir J. Coleridge.*) Do you mean the assistant teacher growing out of the pupil-teacher ?—Yes, a probationary teacher, which is the term now made use of, will be employed instead of two pupil-teachers in the school, and so, instead of a young man going on during the whole period of training in the training-school, he will go on for a part of that time with the training and settle as an assistant-master in a school, displacing two pupil-teachers.

2439. (*Mr. Senior.*) You say that the building grant is not likely to increase, and that the pupil-teacher grant is not likely to increase? —I cannot say that, but I think it is not likely to increase proportionately.

2440. What do you think of inspection?—I have always thought that the inspection has now got to a stage in which it would be rather beneficial to organize it as respects its future increase upon a much cheaper footing. A very large part of the work of inspection might be done now by the first class schoolmasters, and done, I think, as efficiently as by the gentlemen who are now employed, and at a considerably reduced rate of salary ; it would necessarily be localized, but the evils of the localization of the inspection might be got rid of by a not infrequent change of districts. The evils which I anticipate from too great a localization of inspection are, that a man in a comparatively humble position as a schoolmaster might come by degrees to be too much under the influence of individuals, and he might need to be removed from that kind of pressure upon him personally by a change of district ; but if schoolmasters were employed under the assistant inspectors and inspectors, in the examination of schools, the further extension of the system of inspection might be carried on at a comparatively much cheaper rate. Such a change would involve numerous subordinate arrangements in the little hierarchy of inspection. The chief inspector of a district, with his assistant inspector, and the organizing masters or sub-inspectors of whom I have spoken, would form a group of new relations of district subordination, and the whole corps would have to be controlled by an inspector general. The functions of this latter officer would be to keep every man up to his work, and in his proper relative position.

2441. Do you think that the staff of the office must be increased ?—The staff of the office must necessarily be increased as the system grows.

2442. And the accommodation ?—And the accommodation.

2443. Do you see no means of supplying or diminishing the number of details which the office has to deal with ?—I am not prepared to enter into many details ; the whole system of the office which has been administered with impartiality and with singular accuracy, has grown up during a period of controversy in which the department was subjected to extreme external jealousy, and at periods when the most simple acts were questioned. Plans have probably been adopted in the office to render it impervious to external assault, to leave no joint

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of the harness open, which plans I should conceive encumber it in its internal machinery with a large amount of detail. I think that it would be very possible to perform a great number of the acts of administration within the office in a simpler, more mechanical, and summary method and so considerably to diminish the amount of official work.

2444. Do you think that the fear which has been often expressed of the office breaking down under the weight of its own details is justified?—Probably if I were in charge of the department and encountered the usual difficulty of obtaining an efficient staff and adequate accommodation then such an apprehension would not seem to me quite chimerical. But if the Government grant the staff and the accommodation this apprehension would disappear.

2445. Some alteration must be made in order to prevent that event from occurring?—The office will always require at its head one or two secretaries of great ability and entire devotion to the administrative details of the department, and under them a body of assistant-secretaries. It might be desirable to have a permanent paid member of the Committee of Council, not removable with the changes of Government. With such arrangements I see no difficulty whatever in transacting the whole business if the system were introduced into every parish in the country.

2446. (*Mr. Miall.*) With as much control over the distribution of the funds as now?—With a positive control, and if the inspection were conducted in the mode which I have mentioned, namely, by employing a cheaper class of inspectors, and localizing them, with even an increase of control.

2447. (*Sir J. Coleridge.*) With regard to your suggestions of employing the masters as inspectors, how would you reconcile that with their own duties?—I would take them entirely from the charge of schools; they should be persons in the class of masters, and having obtained certificates of merit of the highest class, or of the class of masters of training colleges, and therefore for that purpose I would select those masters who had distinguished themselves in the respective districts by great merit in the conduct of schools, and would make it a means of promoting them; in fact, some measure of that sort is now needed. There is not quite a sufficient hope for the master; he can arrive at present at a salary of from 100*l.* to 150*l.*, or in some very rare instances 200*l.* per annum from all sources, but he cannot obtain more, and he might as an inspector of schools in the district be permanently placed in a position of at least greater honour, and responsibility of a higher character which would be regarded by him as promotion, though he would not obtain in that position a higher salary than the highest rate of payment which is obtained in the elementary schools.

2448. (*Mr. Senior.*) Might it not be lower, just as we see barristers satisfied with a lower amount of payment with an office?—He would have a much greater variety of life, he would have much greater honour in his position. Probably many of these men would have begun to feel that their health was suffering, and that 7½ hours' confinement daily in the management of a large school, and the instruction of their pupil-teachers, was beginning to wear their constitution, many would select the office of inspector rather than that of even a private mastership, without any increase of emolument, but even for an inferior salary.

2449. (*Sir J. Coleridge.*) Do you contemplate taking off some of the subjects of inspection from the inspectors; do they not examine the

building ?—The Committee of Council have never relied much upon the inspectors for the examination of the building, except as affecting the health of the scholars; they are bound to examine the methods of ventilation, and the sewerage of the school, and so on, but the inspectors have not been sufficiently professional adepts to examine the building. The Committee of Council I think, have had quite security enough in their correspondence, and the certificates which they have required for the solidity and convenience of the structure of the building.

2450. It has appeared in the course of the evidence which we have had with regard to the inspection of the schools that the inspectors are totally unable to take the boys capitatim ?—Nor do I think it in the slightest degree desirable that they should do so; I think that the tendency of such a system would be this, instead of examining the general moral relations of the school and all the phenomena which meet the eye, the attention of the inspector would be concentrated necessarily upon some two or three elements of education. I think that it would be quite impossible for him by examining those three elements of education to test the condition of a school. I will take for example the ordinary case of schools reported in the last volume of the Committee of Council: it appears that 60 per cent. of the scholars do not remain more than a year and a half in the school, and that 40 per cent. do not remain a year. Whilst the scholars are so migratory, it is quite obvious that an examination of the result of education in any school could not at all give you a test of the merits of the school. That is an obvious and necessary conclusion, and therefore an inspector examining a school in that sense would not arrive at so just a conclusion as he would from a general examination of its machinery and the whole method in which it was conducted, and taking some of its results from those children who had been longest in the school would show the skill of the master.

2451. (*Mr. Senior.*) Have you ever turned your attention to the question of female inspectors for the girls' schools?—I think it very desirable that there should be female inspectors, if great care were exhibited in the selection of them; it would be very easy to name individuals.

2452. You may name Miss Carpenter for instance ?—If we could have such persons as Miss Carpenter, it would be desirable.

2453. And do you not think that we could?—I think it very probable.

2454. You have proposed two classes of male inspectors: one of highly educated men, and the other of those promoted from the schoolmasters; might you not in the same way have two classes of female inspectors: one, ladies highly educated, to be a sort of inspectors general of female schools, and the other taken from schoolmistresses? —Certainly. It would be more difficult, I think, to find the lower class of inspectors among the schoolmistresses; the exceeding difficulty among the schoolmistresses is that we are educating the most eligible wives for the middle classes, and that not merely among the higher class of mechanics, but amongst even the shopkeepers and tradesmen the schoolmistresses are selected as the best wives.

2455. The female inspectors might probably receive a less payment than the male ?—Certainly.

The witness withdrew.

Adjourned to to-morrow at 12 o'clock.

Friday, 27th January 1860.

PRESENT:

His Grace the DUKE OF NEWCASTLE.
The Right Hon. SIR JOHN COLERIDGE.
The Rev. WILLIAM CHARLES LAKE, M.A.
The Rev. WILLIAM ROGERS, M.A.
GOLDWIN SMITH, Esq., M.A.
NASSAU WILLIAM SENIOR, Esq., M.A.
EDWARD MIALL, Esq.

HIS GRACE THE DUKE OF NEWCASTLE IN THE CHAIR.

Rev. F. Temple, D.D. The Reverend FREDERICK TEMPLE, D.D., Master of Rugby School, examined.

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2456. (*Chairman.*) Will you have the kindness to state the extent of your connexion with the system of the Committee of Privy Council on Education?—I worked in the Council Office from the 1st of May 1848 till the end of 1849.

2457. (*Sir J. Coleridge.*) In what capacity?—As an examiner. I was then Principal of Kneller Hall till the end of 1855; and I was then one of Her Majesty's inspectors, charged with the inspection of the training schools, and with a small number of elementary schools till the end of 1857.

2458. (*Chairman.*) Will you state what, in your view, may be considered as the guiding principles of the Privy Council system?—I think that their guiding principle was to assist local efforts in improving education where it already existed, and, if possible, introducing it where it did not exist.

2459. Do you think that the administration of the Privy Council ever formed a complete system, or should you agree with those who have described it as "tentative"?—I hardly can call it tentative. I think the better phrase would be, "provisional;" it was not, I think, tentative in the sense of something to be afterwards maintained if successful, and abandoned if unsuccessful, but provisional in the sense of something to make way for a further development; and, with that view, I think it has done great good and great mischief.

2460. Do you consider that it still maintains that character, or do you think that it has assumed the form of a system as yet?—I think that it still maintains that character, but is tending to lose it.

2461. By what process?—I think that it is assuming such very large proportions as to make it very difficult to displace it; I think it is losing its original character simply by growth.

2462. You think that it is becoming more difficult to be displaced, even if some better plan were generally agreed upon?—I do. I think that the mischief which it does is a growing mischief; it has done the great good of greatly improving education, but it has done the great mischief of accustoming the educators to lean upon the Government; and the more they are accustomed to lean upon the Government the less are they willing to stand upon their own strength.

2463. Do you think that the good and the evil are progressing simultaneously, or is the good diminishing, and the evil increasing?—I think that the good is increasing, but that the evil is increasing much faster.

2464. You think that the improvement of education, as well as its extension, is progressing?—I do.

2465. But you think that the absence of self-reliance is increasing in a still greater degree?—I do.

2466. (*Rev. W. C. Lake.*) Do you mean the want of self-reliance on the part of the parents, or on the part of educators?—I mean on the part of educators.

2467. (*Mr. Senior.*) In what way does it show itself?—That there are perpetually more and more demands for Government money.

2468. But are there less local contributions?—In many cases there are less local contributions, in consequence of that Government money displacing them.

2469. But, on the whole, do you suppose that the contributions are greater or less?—I should think that there were greater contributions, on the whole.

2470. (*Chairman.*) When you speak of the want of self-reliance on the part of the educators, do you mean by "educators" the benevolent individuals who contribute their money and their time towards the extension of popular education, or do you speak of some other class?—I mean those who are generally looked upon both by themselves and by the country as charged with the duty of educating.

2471. You do not speak of any one class,—say, for instance, religious bodies?—No.

2472. (*Mr. Senior.*) Whom do you consider as charged with the duty of educating?—Generally speaking, in the first instance, the ministers of religion are so considered; but again, with them also the wealthier proprietors.

2473. Proprietors of land?—Yes, or the wealthier residents.

2474. But specially proprietors of land?—I did not mean specially proprietors of land.

2475. (*Sir J. Coleridge.*) When you said that there were more and more demands upon Government, did you mean that they were demands from the same quarters, or from new quarters?—From new quarters; but I meant in a larger proportion; I did not mean simply a larger quantity.

2476. In part then the increase in demand shows an increase in the amount of education?—It does.

2477. (*Chairman.*) Do you look upon the introduction of the capitation grant as any exemplification of the tendency to which you have referred?—Yes, it is a most marked indication of it, the first marked indication of it.

2478. Do you consider that the introduction of the capitation grant was a necessary consequence of the Privy Council system, or do you think that if it had been avoided, the system could have continued either with the same amount of progression or with an improved character?—I think that the system would have continued, probably with a rather less, but not much less, amount of progression.

2479. (*Mr. Senior.*) Is the progress greater in England or in Scotland?—That I cannot answer.

2480. The capitation grant has not been extended to Scotland?—I have not looked into that point.

2481. (*Chairman.*) Do you consider that the capitation grant was in accordance or at variance with the principles which you have explained as the guiding principles of the Privy Council system?—Decidedly at variance with them, as tending to displace instead of assisting local efforts.

2482. And do you consider that that was not only its tendency, but

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that such has been its practical result?—I think it has to a very great extent.

2483. (*Mr. Senior.*) What is the amount of the capitation grant?—I do not remember exactly, but it is rising more rapidly than any other grant.

2484. (*Chairman.*) Do you think that the capitation grant could at this moment be withdrawn without any evil effects?—I think that such a measure would be mischievous if it stood alone.

2485. You mean that if the capitation grant was to be withdrawn, you would recommend a further alteration of the whole system?—Yes, it is always difficult to rescind such grants, because to a certain extent they are pledges, and many people act upon them.

2486. And having probably caused the withdrawal of local subscriptions, you think that those local subscriptions would not immediately be replaced?—Certainly not.

2487. (*Rev. W. Rogers.*) It is only an annual pledge; it is not like the pupil-teachers' grant, which is for five years?—It is not legally more than an annual pledge, but I think that its practical effect is very much more.

2488. (*Sir John Coleridge.*) Expectation is created?—Yes.

2489. (*Mr. Senior.*) What would be the mischief of refusing to make a capitation grant to any new school; of continuing it to those who receive it now, but not giving it afresh; not giving it, for instance, to Scotland?—The great mischief would be the obvious injustice of it.

2490. (*Rev. W. C. Lake.*) Does not the capitation grant work beneficially, in extending the benefits of the Privy Council system to the poor districts?—Yes, in that sense it is precisely an illustration of both the good and the evil; it does introduce education where you would not otherwise have it, and it does also sanction the principle that if the proprietors will not do their duty, the Government will do it for them.

2491. Would there not be an injustice in withdrawing the grant, without any other aid being substituted?—You would probably shut up a good many of those schools.

2492. (*Rev. W. Rogers.*) Do you imagine that schools actually depend so much upon the capitation grant as that they would be shut up if they did not receive it?—I do not think that any school depends upon it to such a degree that it could not go on without it, but I think that it would have the practical effect of discouraging the schools so much as to lead to the shutting up of not a few.

2493. (*Rev. W. C. Lake.*) And those schools which would specially suffer would be the schools in poor localities?—Yes, I think so.

2494. When you speak of the Privy Council system as making educators less self-reliant, might not you also extend your remark to the effect which it has had upon the parents?—I do not think that that is the tendency of the Privy Council system in particular, but of the system of education over the country generally, without reference to the Privy Council.

2495. Supposing the Privy Council had not given such large grants in some cases, would not educators get money from more quarters than they do at present, and, amongst other quarters, from the parents?—To some degree it would, no doubt.

2496. Do you not think that at present the average sum expected from the parents by what you term "educators," that is, by various benevolent individuals connected with schools, is an extremely low one?—I think it is too low; but it was what they found already existing, which they have not altered.

2497. How do you account for the fact that the Wesleyan body, as a rule, exacts and obtains 4*d.* a head from all the children educated, and that throughout the country generally the rate is scarcely more than a penny? —I think that the dissenting schools are generally speaking attended by the children of rather richer parents.

2498. (*Sir J. Coleridge.*) You know from your local knowledge the rates of wages in the west of England. Are you of opinion that the common agricultural labourers, especially those with large families could pay 4*d.* a week for their children?—No, I do not think that they could pay 4*d.* a week, but you could have an average payment of 2*d.* a week, I think.

2499. (*Mr. Senior.*) At what sum do you estimate the expense of education?—I should think 30*s.* a child per annum.

2500. (*Mr. G. Smith.*) You have spoken of certain classes as bound to educate the poor, would you extend that obligation to any case in which the poor were able to educate their own children?—No, I should not.

2501. Do you think it desirable that the poor should provide for the education of their own children when they can?—I do.

2502. And do you think it a moral injury to them to provide it for them when they are able to provide it themselves?—No, I do not.

2503. Do you think it the loss of a moral good to them to provide it for them when they are able to provide it themselves?—No, I do not; I do not think that at present they are in such a position as to make the loss of the moral good appreciable.

2504. You say "at present," do you mean then that a time will come when it would be better that they should provide for the education of their own children?—No, I did not mean that; I meant that a state of things was conceivable in which it would be so.

2505. How then if it is a moral good to them to provide for the education of their own children, can the loss of that moral good be no evil?—I think that the moral good is very slight.

2506. Is it less in the case of providing education for their children than in the case of providing food, lodging, and clothes for them?—The providing of food, lodging, and clothes from other sources has a direct tendency to encourage idleness, and the providing of education, I think, has not.

2507. (*Mr. Senior.*) I suppose that you think that providing the whole education would be unadvisable?—Very unadvisable.

2508. But you do not think that any evil is produced by giving 7*d.* or 6*d.* a week, whereas the education costs 8*d.*?—No.

2509. (*Mr. G. Smith.*) Suppose that a parent with good wages spends in the beer-house the money which he might otherwise have spent on the education of his children, would not that be a moral evil?—Yes.

2510. And can you guard against that under any system of State assistance?—You must take things on the whole, and as they stand, and as they now stand I do not believe that throwing the burden of providing education entirely on parents would have the effect of doing them any great amount of moral good, whilst it would cut away almost entirely the means of educating the children.

2511. (*Sir J. Coleridge.*) Do you think that the parents would drink less beer if the assistance was withdrawn?—Very few, I think.

2512. (*Mr. G. Smith.*) Do you renounce the idea of discriminating need in a system of State assistance?—Yes, I should entirely; I think that the elevating tendency of education itself is such as completely to counterbalance any mischief which might be done by providing it freely.

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2513. (*Mr. Senior.*) To counterbalance or to overbalance?—I think very much to overbalance.

2514. (*Mr. Miall.*) Do you think that that would be the case with all classes as well as the poor?—I do not think that any class is really damaged by having education given free.

2515. You do not think that their habits of self-sacrifice for the advantage of their own families are of so much importance as need be regarded in that matter?—I think, as I said before, that the loss is always very largely overbalanced by the elevating tendency of the education.

2516. (*Mr. G. Smith.*) What do you say as to the interest felt by a parent in the education of a child for whose education he is himself paying, does not that react favourably upon the parent?—Yes.

2517. Can you secure that when the education is given freely, or can you expect it?—I think that if the education is given quite freely the parent has absolutely no control over it; you lose a great deal by that.

2518. What is the case under the present system; have the parents control over the school?—They have not, but I think that they ought to have it.

2519. (*Rev. W. C. Lake.*) Would your remarks go the length of expressing the opinion that the parents should receive education quite freely?—No, I do not wish it at all.

2520. (*Mr. Senior.*) To what extent does the foundation of Rugby supply education to the boys there; how far are they assisted by the foundation?—Boys on the foundation are admitted to the school quite free.

2521. Is that found to cause any moral evil to their parents?—No, I should think no moral evil whatever.

2522. (*Mr. G. Smith.*) At Rugby you give the exhibitions as far as possible by merit?—Yes.

2523. As to the places on the foundation, do you give them by merit?—We cannot; they are regulated by Act of Parliament.

2524. (*Chairman.*) You have stated that under the present system parents, although they pay 1*d.* or 2*d.* a week, have no control over the education of their children, and that you think it very desirable that they should have such control, will you explain by what process you would propose to give them that control, inasmuch as they now pay something towards the education of their children, and you are not in favour of their paying all?—I would give them votes as if they were subscribers.

2525. Votes on what subject?—To elect the committee of management; these schools are managed by committees of managers elected by the subscribers; I would give the parents votes as if they were subscribers.

2526. (*Mr. Senior.*) But in that case would not the parents have the complete control, would not they swamp all the other voters, supposing that the parents of the children had votes as if they were subscribers, would not they form a constant and large majority?—I should not object to it if it were so, but I do not think that that would be always the effect.

2527. But generally it must be so?—I can hardly say; I am not sure of it, because the subscribers vote in proportion to their subscriptions; I think that the parents if they had a right to vote would take a great interest in the school.

2528. (*Rev. W. C. Lake.*) Perhaps you think that the school itself would be improved by the committee of management having rather more

life?—Everything I think which would tend to encourage local interest would improve the school.

2529. Do you think it a desirable thing that the schools should be so entirely, as they are at present, left to the management of one or two persons?—I do not think it an evil where those one or two persons have a constant sense of representing the body.

2530. Mr. Waldegrave, in speaking of a parish school, says, "I "ought to add that the institution of a committee in which laymen "assist in the management of the school, is, in my judgment, a great "benefit. It diffuses the interest in the education of the poor more "widely over the parish, and exercises a wholesome control over all "parties concerned. It must be the clergyman's fault if he has not all "the weight that is due to his position and attainments"?—I quite agree with that.

2531. (*Chairman.*) Are you aware of any instance in which the scheme which you propose of giving votes to the parents has been adopted?—No.

2532. Was it ever suggested to the Committee of Privy Council so far as you are aware?—No, I think not.

2533. (*Rev. W. C. Lake.*) You would give the votes, I presume, only to such parents as paid a considerable sum?—I would give a vote to every parent who paid 7*s.* 6*d.* a year, that is 2*d.* a week for 45 weeks.

2534. Would you have a graduated scale of votes, so that you would give two votes to parents paying 15*s.*?—I think I should.

2535. (*Mr. Senior.*) What do the subscribers generally pay?—They vary very much indeed; in most cases, I think, they get a vote for every 5*s.* or for every 10*s.*, according to the deed.

2536. There is nothing to prevent that scheme from being adopted to-morrow in any place which chooses to adopt it?—The trust deeds in some cases would prevent it.

2537. But I speak of any new school?—Nothing at all; but it will not be adopted in schools built by subscribers, because it is parting with so much power.

2538. A set of subscribers agreeing with you in thinking it useful might adopt it?—In a few cases here and there it might be done.

2539. Do you think that it would be distasteful to subscribers?—I do not think that it would.

2540. Do you think that it would diminish subscriptions?—I do not think that it would at all.

2541. (*Rev. W. C. Lake.*) Have you ever heard the parents express feelings or wishes which would point in that direction?—I have frequently heard parents express a wish that they might have more control over the education of their children.

2542. (*Sir J. Coleridge.*) Is not the interference of parents respecting their children now somewhat of an evil if they think that a child has been improperly punished or dealt with?—I think that giving them a legal right to interfere would prevent that very evil.

2543. (*Rev. W. C. Lake.*) Do you think that it would lead to a more regular attendance of children; and that it would encourage the parents?—I think it would.

2544. (*Chairman.*) Has it come under your observation that there is absolutely less interference on the part of the parents who pay 2*d.* a week than on the part of those who receive an entirely gratuitous education for their children?—No, I cannot say that I have observed that.

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2545. (*Mr. Senior.*) Have you seen many experiments of entirely gratuitous education?—No, not very many.

2546. (*Sir J. Coleridge.*) You spoke of giving a vote to any one who paid at the rate of 2*d.* a week, I apprehend that in a great many schools in the west of England there is no higher payment than 1*d.* a week; would you give votes there?—I think that it would be quite possible to make 2*d.* a week the minimum payment.

2547. Before you gave a vote you would raise the payment to 2*d.*?—Yes.

2548. (*Mr. Senior.*) And probably where there was more than one child of the same parents you would allow those children to be admitted at a lower rate; for instance, if there were three children, and 4*d.* were paid, you would give a vote?—I should give the vote for the money, irrespectively of the number of children.

2549. Twopence, even supposing there were two children, would do?—Yes.

2550. (*Chairman.*) You have stated that you consider the capitation grant to be at variance with the principles, as you have defined them, of the Privy Council system; will you state whether you consider the pupil-teacher system to be at variance or in accordance with those principles?—The pupil-teacher system, as first launched, was, in my judgment, quite in accordance with the principles of the Committee of Council.

2551. Do you think that it is now?—Yes, I think so.

2552. (*Mr. Senior.*) What do the pupil-teachers pay, or what is paid on their behalf?—By whom?

2553. By anybody in respect of the Privy Council grant. What payment do the Privy Council require to be made, either by the pupil-teachers themselves, or their parents, or the managers?—None.

2554. Is not that equally at variance with the principles of the Privy Council system?—No, because the pupil-teachers are not granted to a school unless such an amount has been spent upon it as is very much more than sufficient to meet the grant.

2555. But the capitation grant is not given to a school unless something is paid?—But the capitation grant followed upon the pupil-teacher system, and required no more. That is what made me say, "when it was first launched;" the pupil-teacher system did require a very considerable effort, and was proposed to meet that effort, but the capitation grant required no more to be done than was done already.

2556. (*Chairman.*) So that you mean that when the capitation grant was added to the pupil-teacher grant, the connexion between the two vitiated the principle of the pupil-teacher grant?—It might be considered as so doing.

2557. (*Sir J. Coleridge.*) The grant to the pupil-teacher does not bear the whole expense of the pupil-teacher's education and maintenance?—The parent is supposed to bear the rest.

2558. (*Mr. Senior.*) The grant is 15*l.* a year, is it not?—It rises from 10*l.* to 20*l.*

2559. That is more than the expense of the child?—It just about pays.

2560. From what class of society do the pupil teachers generally come?—In towns I think they generally come from the lower ranks of the middle class.

2561. And in the country?—And in the country they vary very much indeed.

2562. Many are children of labourers, I believe?—Many are children of labourers.

2563. In that case, is not the sum paid by the Government for the pupil-teacher much more than the pupil-teacher costs his parents? —I should think that it varied in different parts of England.

2564. In the country it is much larger?—I should think that it might be. The pupil-teacher system is an illustration of one of the mischiefs of a central system.

2565. In what respect?—It has the rigidity which necessarily attends a central system. All pupil-teachers all over the country are paid alike; but what is a very right payment in Liverpool, for instance, may be too much in Wales. What is a right payment in Yorkshire or in Devonshire may be too little in Middlesex.

2566. The sum paid to the female pupil-teachers, I believe, is generally considered too large?—I should think it was; I should not think that it was too large in London.

2567. But in the country?—Over the country I should think it was.

2568. (*Sir J. Coleridge.*) Assuming the system, with regard to the pupil-teachers, continue, could you practically reduce the amount? Could you have the teachers if you reduced the sum?—In many places you might reduce the sum and have the teachers; in other places the sum ought to be raised. Such payments ought really to be regulated, not by a central, but by a local authority.

2569. I will take the case of a country parish in Devonshire. We always find there a great difficulty in keeping the pupil-teacher; we are obliged to subsidize him besides. He is not a native of the place; he comes from a distance, and he has to find his board and lodging, and to dress decently?—Yes.

2570. (*Mr. Senior.*) Generally speaking, is not the pupil-teacher a native of the place?—It is not always possible in the country to find a pupil sufficiently advanced.

2571. Generally speaking, is not the pupil-teacher a native?—Yes, I should think so, generally, but there must be a very large number of exceptions.

2572. (*Chairman.*) There are a very large number of exceptions in the agricultural districts?—Yes.

2573. (*Rev. W. C. Lake.*) Is not that in other respects a drawback from the pupil-teacher system?—Yes, there are various objections which may be made to the pupil-teacher system; but taking it on the whole, it works, I think, extremely well.

2574. (*Sir J. Coleridge.*) Must you not have something of that sort, either monitorial or of the pupil-teacher kind? You cannot conduct your schools without something of that sort?—No. I think you cannot do without something of that kind, both to work the schools and to provide future teachers.

2575. (*Mr. Senior.*) Two systems have been proposed to us, each of them assuming that the number of pupil-teachers is to be diminished, or at least that their apprenticeship is to be shortened. One is to supply an additional number of paid monitors in lieu of a portion of pupil-teachers; the other is to supply paid assistants: Do you think that either of those schemes would be good?—I cannot judge without knowing more of the details. I think that the pupil-teacher system, on the whole, works well.

2576. The plan which has been proposed has been to apprentice the pupil-teachers for only two or three years, and to take paid monitors at a smaller expense for the previous years, and out of those paid monitors to select the best as pupil teachers; or to let the pupil-teachers become

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assistant masters or mistresses with a less payment?—I do not see the improvement which that would be on the present system.

2577. One improvement would be that you would select your pupil-teachers from the best of your paid monitors?—And now you select them from the best boys that you can get, and many of them have been monitors before they are pupil-teachers.

2578. If the system of assistant masters were adopted you might have better assistant teachers, and if the system of paid monitors were adopted you might have more assistant teachers?—In what respect is it proposed that an assistant master should differ from an elder pupil-teacher?

2579. He would be older?—Is it to be one who has been to a training school?

2580. I suppose so; I am not quite sure that that is part of the scheme?—I should see no objection to that if you could get them, but the supply is not yet in such a state as to give you them, and I do not think that untrained older men would do as well.

2581. The supply, I believe, will soon be quite sufficient?—I think that as soon as the supply is sufficient it would be a great improvement to introduce generally the employment of the students fresh from the training schools as assistant masters instead of as chief masters.

2582. (*Chairman.*) Great as the improvement might be on the score of education it would be a considerable increase of the expense of the school, would it not?—I presume that when the market has been better supplied these young men will come out at lower salaries.

2583. (*Rev. W. C. Lake.*) Would you say that the pupil-teacher system illustrated the good as well as the bad effects of the working of the Privy Council system?—It illustrates one bad effect, namely, the rigidity necessarily attendant upon a central system.

2584. Will you explain your meaning when you use the word "rigidity;" is it only with respect to the payment?—I referred to the payments; but it is one instance of what attends a central system throughout all its working,—the payment of the pupil-teachers, the payment of the masters, and the arrangements of the school would all of them in many respects be very much better left to a local authority.

2585. In all other respects then you think that the pupil-teacher system is entirely successful?—I think it is very successful.

2586. (*Mr. Senior.*) Might not that evil which you have mentioned be very much diminished if the Privy Council gave a smaller sum to the pupil-teachers, and required that sum to be augmented by the local authorities?—I think it would be a great improvement to throw the burthen of the payment of the pupil-teachers upon the local authorities.

2587. Altogether or partially?—If the present system must continue, which I should think a great evil, I think that it would be improved by turning all the grants into a capitation grant, and leaving the local managers to make all their bargains, both with masters and with pupil-teachers.

2588. (*Rev. W. C. Lake.*) Would you take no security in that case from the local managers that they had pupil-teachers at all?—I would only give the capitation grant on condition that the school was supplied with such and such definite things, namely, a certificated master, so many pupil-teachers in proportion to the boys capable of passing the examinations, such and such a state of school, such and such a supply of books, and so on.

2589. You would think it a very bad plan, supposing if the school was in a state of efficiency, the Government were to grant the money for it to do what it liked with it?—Yes, I should think it a very great

evil. I am quite sure that the end of that would be that a good deal of the money would be simply thrown away.

2590. (*Chairman.*) Before we proceed with any further questions upon the subject of an amendment of the Privy Council system, will you state whether, in your opinion, that system is capable of much further extension?—Not without a very great increase of expense.

2591. What are the particular points in which that increase of expenditure would arise?—It is impossible to extend the present system to many districts without relaxing the conditions, and if you relax the conditions for one district, it is practically impossible to prevent them from being relaxed for another.

2592. When you speak, therefore, of the great increase of expenditure, do you speak of the local expenditure and not of the expenditure of administration?—I mean chiefly the first: the expenditure on the schools in the shape of grants; I do include the second.

2593. You think that in each parish in the kingdom into which the system is introduced it must be at a heavier expense than in those in which it is now in operation?—I think so.

2594. Is that by a relaxation of the principles upon which the building grant is given, or the capitation grant, or the pupil-teacher grant, or all?—I think all would have to be relaxed, in order to extend the system over the country. The country schools complain, and some of the schools in the poorer parts of the towns, that they cannot raise sufficient money to meet the requirements of the Privy Council. The Privy Council would therefore be obliged, in order to reach them, to lower its requirements, and if lowered in one place it would inevitably follow in a few years that they would be lowered everywhere.

2595. The progress of the system has been to lower the requirements, step by step, from the beginning, has it not?—Not till the capitation grant.

2596. Were not the requirements of the building grants lowered more than once?—Not till after that date, I think.

2597. (*Mr. Senior.*) The requirements of the building grant were increased?—Yes. I think it was not till after that date that they were lowered.

2598. And I think that the requirements of the augmentation of salary have been increased?—I was not aware of that.

2599. (*Sir J. Coleridge.*) I thought that not very long ago the minutes of the Privy Council had been relaxed with respect to allowing pupil-teachers to masters not certificated?—Yes.

2600. That is an instance?—Yes; but that is also since the date of the capitation grant.

2601. (*Chairman.*) Have you ever calculated what would be the expense of extending the system so as to meet the wants of the poorest parishes which you have described?—I never calculated it.

2602. Do you not think that the expense would be very great?—I think that it would be very great. I think that it will not grow to that, because I think that the House of Commons will interfere; but I should expect that to go on with the present system would end with an expenditure of 5,000,000*l.*, if there were no interference.

2603. Assuming that it is impossible to allow the system to extend with that enormous increase of expenditure, do you think that it is possible to arrest its progress at its present point, and to allow it to remain stationary?—Very nearly.

2604. How would you effect that object, as the present expenditure, with the exception of building grants, is upon existing schools, and as it is a fact that there are great districts throughout the country in

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which schools do not exist, and to which no grants are made?—I think that a system of rates might displace a considerable part of the present central expenditure.

2605. Do you mean that you think that the grants might be kept at their present amount, and that the future deficiencies might be supplied by rates in the localities, or do you mean that you would retain the present amount of grants for the whole country by a re-distribution?—I meant the latter.

2606. In what way would you introduce rates in aid of the Government grant?—I think that the rates might be applied to the assistance of schools subject to local boards of ratepayers.

2607. To what purposes would you make the rates applicable?—To maintaining certain important elements of a good school.

2608. Would you retain the three existing pecuniary elements, namely, the Government grants, the contributions of benevolent individuals, and the children's pence; and would you add the element of the rates?—I would.

2609. Would you put the whole sum under the administration of a local board, or would you retain the central system as regards the Government grants, and place the other three elements under the management of a local board?—I should prefer theoretically an administration like that of the Poor Law Board, in which the central board should administer no money at all, and that the local boards should administer the money under the authority of the central board. But I look upon that as now impossible, because it would involve too great a disruption of the present system, and I should be glad to see the central office retaining a certain amount of money at its disposal, local boards to assist the schools in their districts, and a separate subordinate board for each individual school elected by the subscribers and parents.

2610. What would be your general plan for this rate; would it be a general compulsory rate over the whole kingdom, or would it be a rate which might be adopted by particular localities, or in what form would you make it?—I should prefer a compulsory rate.

2611. Would that entail a compulsory system of education?—No, I think not at all.

2612. How then would a rate be applied in a district in which no schools, or very poor and very inadequate schools at present exist?—The rate should build the schools if they did not exist.

2613. You would then so far have it a compulsory system?—A compulsory rate, certainly.

2614. And a compulsory application of that rate?—And a compulsory application of that rate. When you spoke of a compulsory system of education, I thought that you meant a system compelling parents to send their children. Such a system has been proposed.

2615. To the extent of building schools?—To the extent of building schools and of maintaining them in a certain state of efficiency.

2616. What administration of that rate would you provide; in whose hands would you place it?—In the hands of boards elected by the ratepayers.

2617. Limited to what sized localities?—I think that there would be a certain advantage in having the localities rather large, because you would get persons of rather more mark elected upon the boards.

2618. In what mode would you distribute these rates to the different schools; say the Church schools, and the Dissenters schools, and the Roman Catholic schools which might be in the district?—I should require the rates to maintain such schools as were shown to be necessary for the population.

2619. You would not define the amount of the rate?—I should not; the amount to be given to each school, ought, I think, to depend upon the number of children attending the school. *Rev. F. Temple,* 27 Jan. 1860.

2620. (*Mr. G. Smith.*) Who would judge what schools were necessary for the population?—In the ultimate resort, I think that the central authority must judge of that.

2621. (*Mr. Senior.*) Who would decide upon the amount of rate?—The boards who had to levy the rate, provided that they were compelled to fulfil certain conditions, to bring the schools up to a certain state.

2622. Then it would be much the same as the old church rate, which was voted by the vestry?—Yes; it would be of course so far like the church rate; all rates are alike in a certain sense.

2623. And if the ratepayers did not like the system they might vote an inadequate sum?—But I think that that might be kept in order precisely in the way in which the poor rate is kept in order.

2624. With the poor rate the vestry have nothing to do; the overseers make the rate and the vestry have no option?—That is so.

2625. (*Chairman.*) Do you base your proposal of a rate upon the supposition that society is bound to provide education for the poorer classes?—I think that in this country it is the duty of the nation to see that at least the minimum of education is within the reach of all the subjects of the Crown.

2626. Do you consider that that is a duty devolving upon the whole of society?—I do.

2627. Why then do you propose to cast the burden upon a portion only of society: that portion which is in possession of rateable property?—Because all burdens which have to be administered locally must be raised locally.

2628. Is it not a fact, that by that process you relieve from the charge a considerable number of individuals whom upon principle you consider to be under the same duty?—I think that the legislature must always correct evils of that sort by some other process, but that it is impossible rightly to lay a burden upon the nation as a whole which can only be well administered locally.

2629. (*Sir J. Coleridge.*) You know that in theory the poor rate is upon personal property as well as upon real property?—Yes.

2630. Your proposition would be to make your rate in its inception, and in its plan, only upon the rateable property?—Yes.

2631. You start with something which you say that the legislature must afterwards correct?—No, I only said if it be the case; that if there is any injustice done it is the business of the legislature to correct it, but that in no other way can this work be well done except by putting the burden upon those who have to administer it.

2632. If the schools were maintained in this way, would you still give votes to the parents?—Yes, each separate school would want its own separate committee of management, and the parents and subscribers would elect that committee.

2633. At present the burden of payment for the education of the country is borne partly by the nation, and partly locally; the local part is by the school pence and by charitable contributions. You propose to substitute rates?—I do not propose to substitute rates entirely.

2634. Do you contemplate then that the charitable contributions are to continue, and that the school payments are to continue?—I do.

2635. Do you think that the charitable contributions will continue, in point of fact, the same after the rate is imposed?—Not the same, and I do not wish them to continue the same; but I think that a consider-

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able proportion will remain, and that by that means only will you leave the management of the schools in the hands of those who now have that management.

2636. Why should any one contribute charitably when there is a rate?—For the sake of having a share in the management; the clergy would very generally contribute, I have no doubt.

2637. (*Mr. Senior.*) I can understand a clergyman's contributing in order to have a share in the management, supposing he is sure to have it, but if that be his motive, and he is not sure that he will be elected, will it be a strong one?—I do not think there would be many subscriptions, and I do not wish them; but I think there would be some. I should look upon the parents of the children as the real electors.

2638. Have you considered what amount of rate would be necessary?—No, I have not at all looked into that.

2639. You think that in order to extend the present system to the whole country an annual grant of 5,000,000*l.* would be necessary?—I think that it might if the system went on.

2640. In that case, supposing that the aid from Government was removed, and supposing that the aid from voluntary contributions was greatly diminished, and nearly the whole burden, with the exception of the school pence, which do not amount to more than one-fourth of the expenditure, was thrown upon the rates, is it probable that a rate would be required of 4,000,000*l.* a year?—I think it probable that a rate of 2,000,000*l.* would do what a central grant of 5,000,000*l.* would do.

2641. But you think that a rate of 2,000,000*l.* would be necessary?—I do.

2642. (*Rev. W. C. Lake.*) I thought you were supposing that you left a large sum upon the central Government; would not that largely diminish the rate?—It would, of course, diminish the rate so far.

2643. Have you considered what amount should be left upon the central Government?—I suppose it would amount to half a million, or something like that, but I should be glad to see it less.

2644. (*Chairman.*) Do you not think that one of the main causes of the great progress of education, in addition to the impulse given by the Committee of Privy Council, has been the religious zeal of the country?—Yes, certainly.

2645. Do you not think that you would entirely remove that element by adopting a principle of general rates?—No, I do not think so; I think that the zeal of the parents would, in course of time, do much more than the religious zeal.

2646. That may be, but do you not think that the instrument of religious zeal would be very greatly weakened?—That is possible.

2647. Have you paid much attention to the question of what has been called the religious difficulty in individual schools as regards the progress of education?—Yes, I have looked into it whenever I have had an opportunity.

2648. Have you not generally found that that does not exist, to any great extent, in the minds of the parents who send their children?—It hardly exists at all in the minds of the parents.

2649. But that it prevails among the clergy of all denominations, and others who take an interest in these schools?—Yes.

2650. Would not that difficulty be increased by your scheme of a general rate; would not the distribution of the funds be a bone of contention amongst various denominations?—I think that for the first 10 or 15 years there might be considerable difficulties, but I think that they would all wear out, and I do not think that a legislature has a right only to look at the next 10 or 15 years.

2651. But would not the introduction of an increase of religious discord into the question of education for 15 years be a very serious impediment to its progress, and a very great evil in itself?—Yes, I think that it would; but I think absolutely nothing in comparison with the mischief which would be permanently done by a continuance of the present system.

2652. (*Rev. W. C. Lake.*) I think you stated in an article which you wrote on this subject that the great increase of religious activity is very mainly, and almost entirely due to the religious zeal of the denominations?—Yes, I think it is.

2653. You have just stated that the effect of a system of rating would be to diminish that religious zeal?—I think that it would probably end in diminishing that kind of religious zeal in this particular direction, namely, the direction of education.

2654. (*Mr. Senior.*) Would it not begin by doing so?—I do not know. I think that just at first religious zeal would lead the religious leaders to endeavour to get the rates into their hands very much.

2655. That would produce, of course, a great deal of strife?—Yes; but I think that in the end it would tend to diminish the religious zeal, and I should think that to a great extent that would be a very great gain.

2656. (*Rev. W. C. Lake.*) Then rating would involve some strife at the beginning, and a diminution of the religious zeal at the end?—Yes; I do not think the diminution of religious zeal an evil, I think much of it very unhealthy.

2657. (*Mr. G. Smith.*) What is your plan; do you propose to have a separate school for each sect which requires it in a parish?—No; certainly not.

2658. What is your plan then?—I should require the rates to build a school where there was not one already, which would not be often, and I should leave the parents of the children to determine upon the religious character which it should have.

2659. The majority of the parents of the children in the parish?—Yes.

2660. How would you deal with the minority?—I should give them the right of withdrawal from religious instruction.

2661. Do you think that they would be satisfied with that right, supposing the teacher of the school to be of a different principle?—I think that the parents of the children would make very little difficulty on the religious question.

2662. Do you think, for example, that Protestant parents would not object to send their children to a Roman Catholic school, with the right of withdrawal?—Certainly, very much indeed.

2663. And *vice versâ?*—And *vice versâ*, but that would be almost an inconceivable case.

2664. (*Sir J. Coleridge.*) Why?—It is not conceivable that a Roman Catholic schoolmaster would be appointed to a school where the children were generally Protestants.

2665. (*Mr. Senior.*) But suppose the children to be generally Roman Catholics, what is to become of the Protestant minority?—I can conceive that there might be exceptional cases of that sort, where it would be necessary to legislate specially, but they would be very few over the country.

2666. (*Mr. G. Smith.*) Suppose a case of parents belonging to the Church of England, and what, perhaps, is more important, under the influence of a clergyman of the Church of England; and suppose

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the schoolmaster to be a Dissenter, say a Unitarian?—I do not think that the parents even then would object.

2667. But the clergyman under whose influence they were might object?—Still I do not think that he would have sufficient influence to make them object.

2668. Would not that bring on a very great disruption of the ties between the clergyman and the parents in a parish, if they resorted to a school to which he greatly objected?—I think that he would endeavour to correct it, and rightly, by means of the Sunday school.

2669. (*Sir J. Coleridge.*) Will you be kind enough to give me your definition of what you meant by "religious zeal"?—I meant the zeal which the religious leaders at present show in promoting education.

2670. In advancement of their particular religious opinions?—Yes, it always takes that form.

2671. Religious zeal has been contrasted with patriotism and philanthropy, as regards the effect of one and the effect of the other in the spread of education; I suppose that that is not quite the sense in which you use the term?—No; what I want is a quiet sense of duty; at present we have a desire to extend the influence of a particular denomination.

2672. (*Rev. W. C. Lake.*) Do you think that the moving feeling which has done so much for education, has been a mere desire to extend the influence of a particular denomination?—Not a mere desire, but it is the predominant element in the feeling.

2673. (*Chairman.*) But if it has been the only dominant element, it has, nevertheless, been a quiet element, not a contentious one; and would not you introduce, upon your own showing, a religious zeal still, but one of violence and discord, instead of the one which already exists?—It has been a quiet one, because it has had its own way; it has never been thwarted; no doubt if you thwart it, strife will follow.

2674. Surely when the religious zeal of several denominations is contending together there must be something for each to contend against; but it has been conducted without acrimony and violence. I am afraid that you, upon your own showing, would propose to substitute the latter for the former?—I think that there would be for some time considerable heat, but I do not think that it would last.

2675. (*Mr. Senior.*) Still you think that it might last for 10 or 15 years?—I do not think that it would last with violence for 10 or 15 years; the traces of it might go on for 10 or 15 years, here and there.

2676. (*Chairman.*) What do you think would be the mode in which it would subside, by the supremacy of one over all, or by conviction, or by what process?—I think that, in all probability, what is called the distinctive religious feeling would, to a very great extent, go to the Sunday school.

2677. (*Mr. Senior.*) So that the schools would become more secular schools?—I think they would without becoming, in my opinion, less religious.

2678. (*Chairman.*) Anticipating, as you do, a contest of some 10 or 15 years, do you think that, looking to the religious feeling of the people of England generally, the system which you advocate would be allowed to continue during that time? Do you not think that the violent religious contest would break down the system, and that you would be obliged to resort to something else?—I do not think that the violence of it would amount to anything like that.

2679. Has not every attempt which has hitherto been made to extend education which has done violence to the religious feeling of

any portion of the community been invariably unsuccessful from that very cause? — No, I think not. The management clauses, when introduced by the Committee of Council, gave rise to a great deal of heat, but they have unquestionably been successful.

2680. Did not the attempt of 1839 fail from that cause?—It did.

2681. Did not the attempt of Sir James Graham to introduce certain clauses for education in the Factory Bill of 1842 produce a precisely similar effect?—It produced sufficient opposition to make him desist.

2682. To render it impossible?—I do not think that it was at all impossible for him to go on; I think that it would have been unwise for him to go on.

2683. Do you think that either House of Parliament would have enabled him to carry that measure?—I think so; I think that he could have carried it if he had thought it right to carry it.

2684. Is it not the fact that the Church of England was the great opponent to the measure of 1839, and the dissenting body the great opponent to the measure of 1842?—Yes.

2685. And you do not consider that those examples are warnings against your scheme?—We have had examples the other way.

2686. Will you state them?—The management clauses are a marked instance.

2687. To what extent do you consider that they did violence to the religious feeling?—There was a very general feeling indeed on the part of the clergy that it was interfering with the best mode of educating the children under their charge.

2688. (*Mr. Senior.*) What portion of the management clauses?—That which put the schools into the hands of committees elected by the subscribers.

2689. Which required laymen to be members?—Yes.

2690. (*Rev. W. Rogers.*) The management clauses were altered very much in consequence of the discordance, were they not?—Yes they were a good deal; still, in substance, they remained the same; they were only modified.

2691. (*Rev. W. C. Lake.*) You would perhaps be inclined to draw a parallel between the history and feeling with respect to the management clauses and what you think might be expected in the case of a rate; there would be a strong feeling against the introduction of ratepayers at first?—Yes.

2692. And you think that it would subside?—I think that it would.

2693. When you say that you anticipate that in the end there would be a great diminution of religious zeal, you only mean a strong denominational zeal?—I do.

2694. (*Mr. G. Smith.*) You mean propagandism?—I mean propagandism. I mean that which has been hitherto the chief element in promoting education.

2695. (*Sir J. Coleridge.*) Then you call propagandism the chief element in promoting education?—I think that in promoting education generally, propagandism has been the chief element.

2696. (*Rev. W. C. Lake.*) You mean that the religious zeal would remain in the best sense of the term "religious zeal," but that it would take a quiet form?—I do.

2697. (*Mr. G. Smith.*) You mean, in fact, that propagandism would die out, but that a sense of religious duty would remain?—Yes.

2698. (*Sir J. Coleridge.*) You have spoken of the Sunday school, which you consider would operate as a sort of corrective to some of the evils which might arise from your scheme?—Yes.

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2699. Are you practically much acquainted with the state of the Sunday schools through the kingdom?—I cannot say through the kingdom, but I know a good deal of the Sunday schools wherever I have been.

2700. Is it not supposed in some parts of England that Sunday schools are upon the decline as a system?—I think that the day schools are, in some parts, at present making Sunday schools unnecessary.

2701. That they are superseding them?—That they are superseding them.

2702. You are perhaps aware that the Bishop of Bath and Wells issued a circular to his clergy founded upon that supposition?—I was not aware of it.

2703. And that the answer in general from the clergy where that state of things existed was, that it was owing to the improvement of the day schools?—Yes, I have no doubt that that would be the reason.

2704. Supposing the day schools to improve, would not the effect still be that the Sunday school would become less and less operative?—Not if the improvement of the day schools were to be of such a character as to make the Sunday schools necessary.

2705. How are the Sunday school teachers in general provided; are they not generally unpaid?—I think they are.

2706. It is quite a voluntary attendance?—Yes; I think so.

2707. Does the clergyman now in general attend?—Generally; I think he either attends himself for some time, or at any rate sees who does attend.

2708. What time do you contemplate that the children should be in attendance at the Sunday school?—Two hours on the Sunday I think is the usual time.

2709. Would you advise that they should be two hours in the Sunday school and attending at church twice also; do you think that the little things are able to bear that?—I dare say it might be too much for some children; but I did not mean that the Sunday school taken alone might be sufficient, but that similar agencies might be found in the week.

2710. (*Mr. G. Smith.*) Is it not undesirable to separate the child from the parent on the Sunday; is it not better that the child should go with the parent to church than that he should go to church with the Sunday school teacher?—If you could be sure of having the parent.

2711. (*Sir J. Coleridge.*) Is not the assembly of Sunday school children a great nuisance in the church?—Very great, but I took the Sunday school as a specimen of the agencies which I meant; I did not mean to lay stress upon it alone.

2712. (*Mr. Senior.*) Many of those who have answered our questions have described Sunday schools as necessary, but as necessary evils?—Yes, I think that that is true.

2713. (*Rev. W. C. Lake.*) Do you think that the effect of the introduction of rates would necessarily be to give to the ratepayers the control of the school?—A certain amount of control.

2714. Do you mean by "control" much in the nature of active constant interference?—No, I do not.

2715. Will you explain what you mean?—I mean a control confined to certain definite points similar to the control which the Privy Council at present exercises.

2716. In villages we will assume that that control would be of a quiet character, that when they had confidence in the presiding person they would not interfere much, but do you not think that the

fact of ratepayers interfering with the question of education in towns, where, of necessity, the ratepayers are of different religious persuasions, would lead to disputes which would never terminate?—There would be less difficulty in towns, I think, than in the country, because in towns you can always have different schools for different sects.

2717. (*Rev. W. Rogers.*) There is rather a confusion, I think, as regards the management of the schools because you talk of the parent and the ratepayer; is the parent to have the same power as the ratepayer in the management of the school?—No, I presume that the ratepayers would elect a board to administer the rate, and that board would have as much control over all the schools within the district as was necessary for the due administration of the rate. The parents would elect a committee of management to manage the individual school.

2718. (*Mr. Senior.*) What sort of managers of individual schools do you think that the farmers would be?—Such as they are now, I suppose; they are already managers.

2719. Farmers generally are hostile to education?—Yes; but of those of them who subscribe a few are getting into the management. I do not suppose that they would get more into the immediate management of schools than at present.

2720. At present those farmers only are managers who are subscribers, and those only are subscribers who are favourable to education, but is it not the fact that the majority of the farmers in country districts are hostile to education?—Yes, I am afraid it is.

2721. Then what sort of managers would they be?—They would be by no means favourable managers.

2722. (*Sir J. Coleridge.*) Do you mean that practically the farmers interfere much?—No, I do not think that they do; such of them as come in now would still probably come in and would manage as they do now.

2723. (*Mr. Senior.*) But if the school is to be managed by the ratepayers, all the farmers would come in; those who were hostile, as well as those who were favourable?—Yes.

2724. And as the majority are hostile, the object of the farmer element would be to diminish education as much as possible?—To lower the rate as much as possible, certainly.

2725. (*Rev. W. C. Lake.*) How would you get over that difficulty?—The ratepayers would have no more control over the schools than would be necessary for the administration of the rate, and the central board must see that they do their duty.

2726. You spoke of certain definite points in which the ratepayers would have a control over the school, will you specify what those points should be?—The ratepayers might be required, I think, by law to pay sufficient to cover the salaries of the pupil-teachers and a certain proportion of the master's salary, and they might have the right, not I think of appointment, but of the dismissal of the master.

2727. (*Sir J. Coleridge.*) With whom would you put the power of fixing the master's salary?—I think that I should put the fixing of the master's salary in the hands of the managers of the school, the managers elected by the parents and subscribers.

2728. (*Mr. Senior.*) And the farmers?—No.

2729. And the ratepayers?—No. I distinguish between the local board which administers the rates of a district, and the board which manages the individual school.

2730. Then are we to suppose that the board which manages the individual school is elected, not by the ratepayers, but by the parents?—Yes.

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2731. You suppose that the parents would pay about one-fourth of the whole expense?—Yes.

2732. And paying one-fourth of the expense they would manage a school supported to the extent of three-fourths by other people?—By the ratepayers, and the central government; but they would be under the control of the ratepayers within certain definite limits.

2733. Do you propose that the appointment of the master should rest with the Privy Council?—No; I think that the appointment of the master should rest with the managers of the individual school.

2734. The parents?—The committee elected by the parents.

2735. Do you suppose that the parents would not appoint friends or paupers?—I should require the master to be a certificated master.

2736. (*Mr. G. Smith.*) You would make the calling of schoolmaster then, so far as regarded elementary schools, a close calling, admitting none who had not received the Government certificate?—I would. I should require them to pass an examination. I should not require them to be close in any other sense, that is to say, I should not insist upon their having been at any particular training school, but they should pass a Government examination.

2737. (*Mr. Senior.*) The Government in fact would point out all that was required from the masters of schools?—In this sense, that they would refuse those who were not fit.

2738. (*Mr. G. Smith.*) Might not there be some fear that the rigidity of the central system of which you have spoken would be felt in that case also?—I think that that is one of the things which a central system can do well; the amount of requirement which you want for a master is pretty nearly the same everywhere.

2739. Is the amount required a settled question?—I should think that it was very nearly a settled question with all those who have really had to do with it.

2740. One of the inspectors of schools speaks of the masters who hold a lower certificate as being practically better than those who hold a higher one?—I should not think that at all impossible.

2741. Does not that indicate an unsettled state of the question?—No, I think not at all.

2742. Will you explain why?—Because, I think that it is quite a different thing to say that a certain minimum amount of requirement is necessary to fit a man for a schoolmaster, and to say that having got that minimum amount, his goodness as a schoolmaster will depend upon the degree in which his attainments exceed it.

2743. (*Mr. Senior.*) You would not allow a person who had not a certificate to be appointed as a master?—No, I would not.

2744. Would you allow the parents to dismiss the master?—I think that it would be better that the committee of management elected by the parents and subscribers should have the power of dismissing the master.

2745. We have already assumed that the subscribers will be very few, and in many places none?—No doubt, in some places none, but not, I think, in many.

2746. And in fact it may be said that the committee of management of the individual schools would be elected practically by the parents?—Yes, in some cases.

2747. (*Mr. G. Smith.*) Do you happen to know any of the country parishes in which a good school is now kept up by voluntary contributions and parents' fees without any aid from the Government?—I do not think that I can remember one: I have known two or three, but they have all since received aid.

2748. Do you think that the parishes would be better on the whole if this scheme of yours were introduced than those parishes were when you first knew them?—Very much better. *Rev. F. Temple, D.D.* 27 Jan. 1860.

2749. In what respects?—Because I think that the parents would care much more about the education of their children than they do. I am quite sure that the parents feel very much indeed the exclusion which at present shuts them out from any control over the education of their children.

2750. (*Chairman.*) I think you have not stated exactly what districts you contemplate for the purpose of rating. Inasmuch as the system could not be universally the same, will you take an agricultural district and say generally how many parishes you would propose to club together for a rating district?—I should say that the Poor Law unions would do.

2751. You said, I think, that you did not propose a rate of the same amount everywhere, but varying according to the exigencies of each locality?—Yes.

2752. The ratepayers, of course, then would have to judge of what that amount was?—Yes.

2753. The ratepayers in an agricultural union would of course be, generally speaking, the tenant farmers?—Yes.

2754. You have already said they are not as a class very favourable to education, or willing to expend large amounts of money in furthering it?—Yes.

2755. Do you not think, therefore, that in an agricultural union they would combine to reduce the rate to its lowest possible amount, whatever might be the exigencies of the case?—I think that they would, and it would be necessary to prescribe by law what they must do, and to require them to do it.

2756. What matters would you define?—That the schools should be in proper repair, and properly supplied, and with a proper number of pupil-teachers, who were able to pass the examinations.

2757. (*Mr. Senior.*) You would preserve the pupil-teacher system?—I should preserve the pupil-teacher system. Another point would be, that the ratepayers should provide some portion of the salary of the master.

2758. (*Chairman.*) As to the amount of salary to be paid to the master, would you leave that in the hands of the ratepayers?—I would give the central office the right to issue orders upon the subject to compel the local boards to provide proper funds.

2759. How are you preparing your machinery for this purpose, because you have already stated that you contemplate two managing bodies; one the body of ratepayers in the union, who are to collect and to provide the funds for educational purposes within that district; the other the minor body, who shall be the managers of each individual school. Suppose that the managers of an individual school were a zealous body, and were willing to pay a large salary to a master, to provide adequate remuneration for the pupil-teachers, to spend a sufficient sum in the repairs and ventilation of the school, and so forth, would not they be thwarted by the superior body, the committee of ratepayers of the union, who would refuse to provide the requirements which the managers of the individual school might ask for?—Not if the law prescribed how many pupil-teachers were to be assigned to the average attendance of the school, and what was to be the size of the school, and what were to be its other supplies.

2760. How, then, are you getting rid of any portion of the central system, and how are you leaving any free action to the body of

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managers for the individual school?—The free action of the body of managers of an individual school would be chiefly shown in the discipline and the government of the studies.

2761. But that must surely depend very much upon the adequate remuneration which is given to the master, and other matters of that description?—I think that if you got a certificated master you might pretty well manage the discipline and the studies in accordance with your own view.

2762. (*Mr. Senior.*) Who would decide upon the salary of the master?—Of the salary of the master, I think I should require the ratepayers to provide a certain proportion.

2763. But who would fix the whole amount?—I think that the managers of the individual school should fix the whole amount. I might give the central authority the right to declare that it was too much.

2764. Or too little?—No, I think not, if they were required to take a certificated master. But on second thoughts I see no reason for not leaving it entirely to the managers.

2765. (*Rev. W. C. Lake.*) It is nothing more than what is done at present; the managers fix the amount?—Yes.

2766. You would leave it as it is now?—I should.

2767. (*Chairman.*) Leaving, for a moment, the question to be settled between the central body and the managers of the individual school, as to all the details of school discipline, and school expenditure, how are you to ensure that the body of ratepayers for the union will provide a sufficient rate to meet the requirements of each individual school of each denomination within that union?—I should lay down by law what they must do, and compel them to do it. I suppose that a mandamus might compel them to raise the rate, if it was necessary.

2768. Then, in reality, you leave no discretion to those ratepayers; you merely make them functionaries to perform the behests of the Committee of Council, or whatever central body is provided?—Only within certain limits, because, for instance, they might fix what amount should be paid within their district; the building would be in their own hands, as to how they would repair it; various things of that sort would still be left to the local administration of the board of ratepayers.

2769. Do you mean then, that supposing that the managers of a Wesleyan school stated that it required 100*l.* to place their existing school in a state of repair, the body of ratepayers would be compelled to pay the 100*l.* to the managing body of the school, or that they would be enabled to say, "No, we can execute it more cheaply, "we can do it for 60*l.*, and that is the sum which we shall raise by "rate?"—I should say the last.

2770. Would not that be introducing another most serious cause of discord, and, in many instances, perhaps of religious discord, into a union where it would be said that grants were provided readily by the body of ratepayers for a church school, and refused for a Dissenting school, or *vice versâ*, according to the religious sentiments of the body of ratepayers in that particular union?—I do not think it would be found that the ratepayers would have such strong religious tendencies. I think that their inclination would be very much to do the thing as cheaply as they could.

2771. Assuming that they had no religious predilections, but that they had strong economic tendencies, would it not be probable that if the school really required 100*l.* they would grant 50*l.*, and thereby the

school would fall into a state of disrepair, and education be consequently neglected ?—Yes, I think that is conceivable, but I would give the central authority the power to compel them to put the schools in a proper state of repair.

2772. (*Rev. W. C. Lake.*) You would give the right of appeal, in fact ?—Yes.

2773. (*Sir J. Coleridge.*) In your machinery whom do you contemplate as seeing that the law is carried into force ?—The central authority ; I think that the central authority must see the law enforced everywhere, and judge whether or not it is enforced.

2774. The inspector making a report to the central authority, the central authority is to apply for a mandamus if the ratepayers refuse ?—Yes.

2775. (*Chairman.*) Will you state, for the general information of the Commission, in what important respects your plan differs from that which was embodied in the Manchester Education Rate Bill ?—I am afraid I cannot do that. I do not remember the Bill well enough. I have not looked at it for some years.

2776. (*Mr. Senior.*) That was a secular bill, I think ?—That was a secular bill.

2777. (*Chairman.*) Are you acquainted with the provisions of Sir John Pakington's Bill ?—It is two or three years since I have looked at it; but I think I can remember it tolerably well.

2778. Are you enabled to state in what essential particulars your plan differs from that scheme ?—Chiefly in introducing the parents.

2779. But as regards the rating part of the plan, will you state what differences there are ?—I am afraid that I cannot remember the Bill well enough to say.

2780. (*Rev. W. C. Lake.*) Do not the functions which you have assigned in your answers to the council of ratepayers, almost entirely resolve themselves into its watching and checking the expenditure of schools ?—They do.

2781. You assign no other functions ?—I do not wish to assign any other functions, because, I think that as things now stand they are hardly fit to exercise any other functions.

2782. (*Mr. Senior.*) Watching and determining ?—No, because they would not determine the amount of expenditure out of the school pence, for instance, but they would determine how much they would give out of the rate.

2783. They would determine the expenditure on the school ?—Yes, the expenditure on the school, but not the expenditure of the school.

2784. They would have nothing to do with the salary of the schoolmaster at all ?—They would pay part of it.

2785. You stated that a part of your proposal was to leave the Privy Council grant at about its present amount, but of course requiring a different distribution. Will you be good enough to tell us which of the grants you would propose to omit or to modify, and which to retain in their present form ?—I would retain the capitation grant, and no other.

2786. You would throw the whole of the amount contributed by the Government into the form of a capitation grant ?—I would.

2787. A capitation grant, based upon the present principles, or contributed under some new conditions ?—Based, I think, on the present principles, that is to say, requiring as a condition that the school shall have certain elements of efficiency in full action.

2788. (*Mr. Senior.*) But would the capitation grant require any

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thing beyond attendance?—I should require something beyond attendance; I would require as much as is required now, but I would pay the money in the form of a capitation grant.

2789. Would you require the examination of each individual scholar?—Yes, as it is now, I think.

2790. It is not the practice now?—As far as it is done now; I should not do more than that.

2791. As far as it is done now; half a dozen scholars out of 30 or 40 are selected and examined, and it is supposed that they are specimens of the whole?—When I was inspector I examined every child.

2792. Now that is not done. Would you require every child to be examined?—I think that that is a matter of detail.

2793. It is an important part of the detail?—Still you cannot make it a part of the system. I should not require the examination of every child for the payment of the capitation grant.

2794. (*Chairman.*) If you throw the whole of the Government fund into the form of a capitation grant how would you provide for the payment of inspectors?—I did not propose to throw the whole of the Government fund into the form of a capitation grant, but the whole of the Government grant into the form of a capitation grant.

2795. You would keep up the office and the whole system of inspectors?—Yes.

2796. (*Mr. Senior.*) You would give one general grant to the school, and leave the managers to appropriate it?—I should leave the managers to appropriate it. I think that they are better judges than the central office can be of how it should be appropriated.

2797. (*Chairman.*) You would not then diminish the central control in any respect, so far as I understand your plan?—No, I would not diminish the central control.

2798. (*Rev. W. C. Lake.*) Would it not be a difficulty in your way that you would give a great power to the central authority, which would only have an expenditure, in your view, of about half a million, and which would have the virtual power over two millions contributed by the ratepayers?—It would not be as great a power as the Poor Law Board now exercises, which does not administer a penny.

2799. (*Chairman.*) You are, no doubt, aware of schools in which the capitation grant at present is not received?—Yes.

2800. But where the school has been built partly out of Government funds?—Yes.

2801. And thereby is liable to inspection?—Yes.

2802. Would not your plan of throwing the whole into the form of a capitation grant be liable to remove many new schools from the advantages of the system of inspection?—No, I think not at all; I do not see how it would affect the inspection.

2803. You could not, of course, enforce inspection where no Government aid was received?—Why not? I do not quite understand the question. Do you mean with the new schools, schools hereafter to be built?

2804. Yes?—Of course, if people choose to build schools without asking any Government aid, you cannot enforce Government inspection. I did not mean to interfere with private parties setting up schools.

2805. Is your proposal then that no schools shall be liable to inspection, except those which accept the new capitation grant from the Government?—No, certainly not; I would have all schools liable to inspection which were supported by rates.

2806. (*Sir J. Coleridge.*) And the consequence of that would be that

you would bring a vast number of schools under inspection which are now not inspected ?—That would be a result for certain.

2807. (*Mr. Senior.*) The result would be to bring at least 20,000 schools under inspection ?—I dare say ultimately.

2808. (*Sir J. Coleridge.*) Another consequence of that would be, of course, a great increase of the staff of the central office ?—You must have a large increase of the staff of inspectors certainly ; you could not possibly do without that.

2809. And of the central office also ?—And some increase of the central office, but not in the same proportion.

2810. (*Mr. Senior.*) Do you also propose that a portion of the master's salary should be paid by the central office ?—I propose that the central office should pay a capitation grant.

2811. It would pay the expense of the capitation grant and of the inspection ?—Yes.

2812. Would it have anything to do with pupil teachers ?—No, that would come out of this capitation grant.

2813. (*Mr. G. Smith.*) In bringing this plan into operation, how do you propose to deal with the schools at present existing on the voluntary plan ?—They would come into it if they wished aid from the rates ; aid from the rates would be then contingent upon their submitting to inspection.

2814. Every school now existing upon expressing its willingness to be inspected and to conform to the other conditions, might claim aid from the rates ?—Yes.

2815. (*Rev. W. C. Lake.*) They would also be liable to the checks which you speak of from the ratepayers ?—Yes.

2816. (*Mr. G. Smith.*) Supposing that in any parish where there is at present a school, the persons connected with that school did not choose to accept the conditions, how would you deal with that school ?—I should leave it alone.

2817. You would not compel the ratepayers to contribute to it ?—If the inspector reported that a school was not necessary, then I should not compel the ratepayers to pay for one. If the inspector reported that there were any children who were actually excluded from education I should compel the ratepayers to provide a school for them.

2818. To provide a second school ?—Yes.

2819. Without regard to the number of those who might want a second school ?—It would be a matter of discretion. I would give the central authority the power of saying whether a second school was necessary on the report of their inspector.

2820. (*Rev. W. C. Lake.*) Would it be any part of your present plan to provide what has been called a withdrawal clause in all schools ?—I think that a withdrawal clause would be almost essential ; I do not think that it would be possible to work the schools without it.

2821. (*Chairman.*) I for one feel that this piecemeal examination of your plan is hardly fair towards you, and I think that if you would have the kindness to supply what you consider are any deficiencies in the statement which has been brought out by this examination, we should all be very much obliged to you, and I dare say you would think it fairer towards the scheme which you advocate. The questions which have been put to you with regard to your plan being somewhat diffuse, will you have the kindness to state what the general outline of your plan is ?—I have answered the questions hitherto put to me in accordance with the plan that I should myself be prepared to recommend if the duty of recommending rested entirely with me. But I am well aware of the great difficulties which must attend all action in the

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matter, and I should like, therefore, to take this opportunity to state, not only what I should myself recommend, which is, of course, the maximum that I believe possible to be done, but also what I think absolutely necessary to prevent the present system from becoming permanently mischievous, or, in other words, the minimum that I believe ought to be done. This minimum would comprise three parts: the first would be to simplify the present central administration; the second to determine a maximum limit beyond which the proportion of central grants to local resources should never rise; and, the third to give the Committee of Council the power to provide, if necessary, the basis on which its action must be founded. The best mode of simplifying the work of the central office, would be to change all the annual grants at present made from thence into a graduated capitation grant. Thus, to a school reported by Her Majesty's inspector to be of a proper size for the number attending it, well ventilated and in thorough repair, fully supplied with needful furniture, books, and apparatus, and efficiently taught by a registered master, the capitation grant should be at the lowest rate; if the master were certificated, at a higher rate; and if besides all this there were a full staff of pupil-teachers able to pass the examinations, or a full staff of assistant-masters, at the highest rate. The local authorities might then be left to make their own bargains with both masters and pupil-teachers. The inspectors could refer to the central office those examination papers, and those only, about which they felt any doubt; all refusals of the grant would come from the central office, but the central office would only have to deal with the special cases, and wherever the inspector felt quite certain that the grant ought to be made he would report favourably under each head, and the central office would act on his report. I have no doubt that this would simplify the central work extremely. It would a little lower the standard now required. The inspectors would only hit the blots, and the general level of efficiency now maintained by the incessant vigilance of the central office would fall. And for this reason I should not think this simplification right if it stood alone, but coupled with the second step that I have above alluded to, I think the gain would be greater than the loss, since it would at once do away with much of the present rigidity of system. This might all be done by a minute of the Committee of the Council; the second measure that I should require would need in my judgment a resolution of the House of Commons or at least an order in Council. This second measure would be to fix a maximum limit which the proportion of the central grant to the local resources should in no case be allowed to exceed. This limit should be, I think, a proportion of one to two; that is, I think that the Committee of Council should be forbidden to grant to any one school a total sum exceeding one half of the total income derived from local sources. There is absolutely no safe guarantee for care in local expenditure, except that those who spend should feel that they are spending their own money. If the managers of schools in all cases spent two pounds themselves in order to obtain a third pound from the Government, careless and wasteful expenditure would never be allowed to go far. The Committee of Council might make such a regulation as this by a minute, but that would bring upon them a severe pressure, and if the regulation is to be maintained, some authority higher than the Committee of Council ought to be responsible for maintaining it. These two measures might stand alone. If they did, the present system would probably just keep its present position. There would be little extension, and I see no reason to apprehend any retrogression. But of course there

would still be loud and angry complaints from the so-called poor districts that they were left to themselves, and there would be the obvious inconsistency of sanctioning by a large grant the principle, that to provide education is a national duty, and yet leaving many parts of the country unprovided with it. I think, therefore, thirdly, that the Committee of Council ought to be intrusted with the power of providing the basis of its own operations. The Committee of Council has always, till lately, recognised local efforts as the groundwork of its action. It has never assumed the management of a single elementary school. It has never built an elementary school of its own. It has always acted on the principle that the localities were the proper originators and managers of schools, and has come in to aid, to guide, to advise them, but never to displace their action. This principle required no interference from the Legislature as long as the localities acknowledged their duty and voluntarily provided the necessary funds. But the localities that voluntarily acknowledge the duty have now been nearly exhausted, and those which remain refuse to discharge the duty altogether. They are called poor districts, but such districts, as far as I can learn, mean districts in which the proprietors, sometimes because they are non-resident, sometimes for other reasons, will not, not in which they cannot, afford to maintain a school. Now, if the duty is not a national duty, the House of Commons, being the trustee and not the owner of the national purse, had no right to vote so large a sum towards it; and if it is a national duty no districts have a right to neglect it. The Committee of Council ought to have at least the power of compelling such districts to raise a rate sufficient to provide the minimum amount of education. This would require an Act of Parliament. Such an Act would provide that, if in any parish (or poor law union, if that were thought preferable) it should appear to the Committee of Council that sufficient funds were not provided for the maintenance of an efficient elementary school or schools therein, it should be lawful for the Committee at its discretion, after giving a year's notice to the overseers of the parish, to order a rate to be made for the purpose, such order to be laid on the tables of both Houses of Parliament, and not to take effect if before the expiration of one month either House of Parliament requested Her Majesty to cancel it. The order to make a rate should be accompanied in each case with the rules which the Committee of Council proposed to make for the administration of it. Parliament would thus have the means of checking the action of the Committee of Council at every step. The rate would only be introduced where it was needed, and if the inhabitants preferred the system of voluntary subscriptions it would be in their power to keep out the introduction of a rate altogether. By slow degrees the present system, robbed of its power to do much mischief and retaining its power to do good, would cover the country, and whether rates or voluntary subscriptions are to prevail would be determined by the preference of the country at large for the one system or the other. I have called these three measures the minimum that ought to be done, and considering the great difficulties attending any action in this matter, I should be well content with these. But personally, I should be prepared to recommend much more. I think that the proportion of one-third of the total expenditure is too much to throw on the central revenue. I would in any case leave the central revenue to give its present aid to the training schools which are not in reality local institutions at all, and also to provide the inspection, which is not a local duty because it is not a duty which local officers can discharge well. But beyond that, the less the central government gives

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the better. And I should wish to restrict the government grants to one-fifth of the total expenditure instead of one-third; just sufficient in short to give the inspection a hold on the schools. This grant I should put into the form of a graduated capitation grant, such as I have described above. What more was wanted I should wish to see supplied by a rate in aid. Upon this rate I would throw all the expense of maintaining and where necessary improving the school buildings, and a portion of the remaining annual expenditure, not exceeding one-half. I have said above that I would make the maximum contribution from the rate sufficient to cover the cost of pupil-teachers and part of the salary of the master. But I did not mean that the money would necessarily be paid in that form. The best form for this aid, as for the aid from the central fund, would probably be a graduated capitation grant. But this is a point that I would not prescribe by law. The easiest mode of raising and administering such a rate would appear to be to require the ratepayers of every poor-law union to elect a board of school guardians. This board would then proceed to draw up regulations defining the conditions on which they would be prepared to aid schools within their district. These regulations would be similar to the minutes now made by the Committee of Council on Education; that is, they would not interfere with the management of any individual school, but would do no more than provide securities that the money from the rates was really spent on the objects for which it was intended. The regulations, when drawn up, should be published by being affixed to every church and chapel door within the union. They should then be submitted to the Committee of Council, to give an opportunity to all who might wish to state objections, and should not be valid without the approval of the Committee. If regulations, such as the Committee of Council would sanction, were not made within a year, the Committee should have the power to draw up regulations, and, subject to the veto of either House of Parliament, to enforce their adoption. If the proportion of aid proposed in the regulations should at any time, then or afterwards, appear insufficient for the purpose, the Committee of Council ought to have the power, subject to the veto of either House of Parliament, to order it to be raised. If new schools were needed, the rates ought to aid in building them; or, if necessary, build them entirely. Schools built with aid would be managed as the present schools are; schools entirely built by the rates would be entirely managed by the guardians. All this would in no way whatever interfere with the schools as they now stand. Indeed, they would be freer than they are now; for now the central office interferes in their bargains with their schoolmasters and pupil-teachers; whereas, on the plan that I am proposing, they would be quite free to make what bargains they pleased, provided they procured efficient service. In their internal management the one only interference necessary would be to give parents the right of withdrawing their children from the religious instruction; certainly not a hardship, if the instruction is to be partly paid for out of public money. The subscriptions would fall off, I have no doubt; but they would not entirely cease. In fact, people subscribe now in order to meet the requirements of the Committee of Council; and they would still subscribe in order to meet the requirements of the board of school guardians. The heavy burden which now presses so unjustly on the benevolent, and especially on the clergy, would be removed; a poor incumbent would no longer feel called on to give an absurdly disproportionate subscription to the school funds; but enough would remain to be done for subscriptions to be needed; and, if needed, they would be forthcoming. Among the

subscribers, in my judgment, the parents of the children ought to be reckoned; but, though I think this would be a great improvement, I do not think it ought to be enforced. All I should propose would be to give a higher proportion of aid out of the rates to schools in which this was done. In many of those schools which are managed by a committee elected by the subscribers there is nothing in the trust deeds to prevent school pence from being considered subscriptions. For other schools, some enabling clause to permit this mode of management to be introduced, if desired, might be necessary. Ultimately, it is conceivable, that the parents would become the only subscribers. But it would not be so for a long time, and if it came I should not think it an evil. I should like to say a few words in answer to the commonly urged objections to all schemes of this kind. The objections urged against supporting schools by a rate are the increase of religious animosity and the decrease of religious zeal. Now, of course, any such change as I am advocating might produce some considerable religious heat at first; but we have seen an example of what it really amounts to. In 1846 the Committee of Council proposed the management clauses. A very angry controversy followed; there were public meetings and angry pamphlets, and a good deal of downright acrimony. The heat lasted about five years, and then began to die out. At the present time, thirteen years after, there are still left the traces of the quarrel here and there in the country. But I suppose that no one who thought that the management clauses were right in themselves has changed his mind in consequence of the heat which they produced, or would be prepared to say that if he had foreseen the acrimony of the controversy he would have desired them not to be enforced. I do not anticipate any greater amount of religious discord in consequence of a proposal to rate the country for purposes of education. There would be no doubt just at first some eagerness everywhere to get the majority in the board of school guardians; there would be attempts to sway the regulations in a direction to favour one denomination or another. But this would never be able to do much, since the central office would have to be consulted and would certainly be strong enough to prevent all real injustice, and the two parties would soon learn that the advantages of a victory were not worth the labour. I can hardly conceive how it can be considered a valid objection to a scheme for dealing with great and growing needs and evils that it would require us to pass over again through the years 1846 to 1851. But the fact is that the objectors are frightened by the present state of the church rate controversy; they forget that church rates are levied on all denominations for the benefit of one, which alters the conditions of the controversy entirely. Moreover, while I admit the possibility of religious strife at first, I am confident that it would be confined to comparatively few places. In the towns the different denominations have their separate schools and the central office would compel the boards to hold the balance between them tolerably even, nor do I think there would be much temptation to injustice or rivalry. In the great majority of country parishes the dissenters would be quite content with the right of withdrawal from religious instruction, and would acquiesce in leaving the schools in the hands of the clergy. The strife would only be in cases where the parties were balanced, and yet the population was not enough to justify two schools. Such cases would not be many, and eventually these schools would probably hold a neutral position and the distinctive religious teaching would go to the Sunday schools. The other objection is that there would be a diminution of religious zeal. Now very much of the religious zeal

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that has been so conspicuous in promoting education must, I fear, fall under Coleridge's condemnation of the man who prefers Christianity to truth, his own sect to Christianity, and himself to his own sect. And this, I believe, would diminish. There would be less opening for that religious zeal which gets up public meetings and fancy sales, writes thousands of begging letters, and contrives innumerable devices for collecting money. But the religious zeal which superintends the efficient working of a school, helps the teachers by sympathy, encouragement, and advice, visits the parents, and urges on them the duty of seeing their children well brought up,—this religious zeal would find as large a field for its activity as ever. I do not think we ought to keep a bad system in order to supply religious zeal with materials to work upon; but the change that I propose would not leave religious zeal without materials; it would only cut off a form of religious zeal which I believe to be very often unhealthy. The plan that I propose would do away with the injustice of putting almost the whole weight of a great national duty on the benevolent, with the injustice of providing education for only half the country with the aid of money drawn from the whole, with the rigidity of system which pronounces that what is good for Cornwall is also good for Yorkshire, and with the political demoralization of the people which necessarily results from accustoming them to spend public money on their own separate localities. If the fear of religious discord is sufficient to overbalance this, then at least we ought to do what I have called the minimum, and stop the present mischief from increasing. The plan which I described first in this answer would leave what is already done nearly untouched, and would only introduce rates where there was an overpowering need for them. The religious discord if stirred up at all would certainly be very slight, and every step taken would be subject to control.

2822. (*Chairman.*) Will you be good enough to state rather more specifically than you did in the earlier part of your examination, what are your objections to the present system?—I think that the objections to the present system are in its tendencies, first, to enormous expense; secondly, to great rigidity; and thirdly, to a want of local interest.

2823. Have you anything to add to what you have already said upon the score of the first objection, namely, that of expense, when you expressed your belief that it might extend to the enormous amount of 5,000,000*l.* a year?—I have only to add, that that seems to me to be the inevitable tendency of any central system, because the expenditure is necessarily under the control of local authorities; it cannot be controlled in the mass, it can only be controlled in detail, and local authorities will never be economical while they are spending other people's money.

2824. (*Mr. Senior.*) But they are spending 2*l.* of their own for every 1*l.* which is subscribed by the State?—But that is diminishing absolutely at every step; I am speaking of the tendency. The capitation grant certainly diminished the proportions which the subscriptions bore to the Government grant, and if you relax that capitation grant in order to bring in the country schools, you must still further diminish the proportion.

2825. (*Sir J. Coleridge.*) You speak of the capitation grant having diminished the proportion, but did it diminish the amount?—In a good many cases I have no doubt it diminished the amount. I was repeatedly told by managers of schools, "We have got more money from the Government than we know what to do with."

2826. (*Rev. W. Rogers.*) The training schools I imagine come within that category?—The training schools have produced a perpetual

increase of expense upon the Government and diminution of local expenditure.

2827. (*Rev. W. C. Lake.*) Do any means at all exist in the Privy Council plan for touching the proprietors of property in very poor districts?—No, I think none whatever. The Privy Council plan simply leaves out all those who cannot be reached by the clergyman, either because they are non-resident, or because they are obstinately determined not to help him.

2828. And you do not see any way in which, supposing we held the Privy Council system alone, those poor districts could be touched educationally?—I do not see any way in which they can be touched educationally except on the principle of the Government taking the whole education practically on its own shoulders. The term "poor district" means a district in which the proprietors refuse to take any share in the national duty of providing education for the people.

2829. (*Sir J. Coleridge.*) Is that universally true? Suppose the case of a small parish, how would you meet that?—In a very small parish it would possibly be best dealt with by being joined with its next neighbour.

2830. Have you seen any instances where that attempt has been made and has succeeded?—I have seen instances where a small parish had a small school, and the boys after they had gone a certain way went off to the large school of the next parish to get a higher education.

2831. The whole control, then, with regard to those boys, would be in the managers of the school in the other parish?—Of course.

2832. It was not a union of schools?—No. I have never seen any instance of two parishes uniting to provide a school.

2833. Do you know of any attempts having been made?—No.

2834. I have been told of attempts being made and failing?—It would be obviously not easy.

2835. (*Rev. W. C. Lake.*) So that to your three points, namely, expense, rigidity, and want of local interest as being the defects of the Privy Council system, you might add a fourth, that is to say, that it is totally unable to touch the case of poor districts?—When I spoke of expense I included that in this way, that I presumed that it was contemplated that this system should cover the whole country. It could touch the poor districts at an enormous expense, and in no other way; you could absolutely saddle the Government with the duty of providing schools everywhere.

2836. And you think it to be one of the chief arguments for the rating system that you do not conceive that the poor districts could be touched in any other manner?—I think that the poor districts can only be reached in one of two ways, either by a system of rates, or by the Government doing the work itself.

2837. (*Chairman.*) And if you extend the Government system to the poor districts by the means which you have described, you must reduce all the richer districts to the same level, must you not?—It is inevitable.

2838. (*Mr. Senior.*) The real difficulty, then, exists in the poor districts?—In the extension of the system to the poorer districts. The system is such as to meet the case of what are commonly called the richer districts first, and at every descent into the poorer districts you will have to make a relaxation of the conditions, which relaxation will apply to the richer districts as much as to the poorer.

2839. (*Rev. W. C. Lake.*) I think we have been told that gradually, by increased educational zeal, and other motives, the poorer districts are being provided for, though of course slowly, do you think that there

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is anything in that consideration?—I think that in the first place it is very slow, and that in the second place it is due to these very relaxations which I am contending against.

2840. And by consequence, if it went on, these relaxations being extended would only end in the evil which you have contemplated, of immense expense?—I think that it has gone on so far in consequence of the relaxation of the conditions, and can go on further only by means of a further relaxation.

2841. A further relaxation ending in 5,000,000*l.*?—I do not think it will come to 5,000,000*l.*, because I think that the House of Commons will refuse to provide the money long before that; at least I hope so.

2842. (*Chairman.*) You stated your second objection to be the extreme rigidity of the system; and in the course of your examination you have told us what you mean by that word. Is there any further explanation upon that point which you would wish to give us?—I should like to add, that this rigidity is a necessary consequence of the endeavour which the central system must make to guard its expenditure. It is quite impossible that a central system can control its expenditure, except by general rules, and those general rules will very frequently be downright tyranny, and yet to relax them introduces greater evils than the tyranny which the relaxation proposes to remove.

2843. Has not that necessary rigidity been a source of unnecessary expenditure from the very first?—It has.

2844. Has it not for instance, frequently been the cause of much larger expenditure than was in any way necessary in the building of schools?—I do not know enough of the building of schools to be able to answer that question, but I should think that it was so; when I was at work in the office I never was concerned with the building department at all.

2845. (*Rev. W. C. Lake.*) When you speak of rigidity being downright tyranny, you mean because it is impossible for a central office to adapt its rules to particular cases, but that that could be easily done by local bodies?—I do; the local bodies are perpetually complaining of the central authority for not altering its rules, and they always propose to leave it to the discretion of the inspectors. I know as having been an inspector, that no inspector could really stand the pressure of local authorities wanting to put their hands into the central pocket.

2846. Do you think that that rigidity has also had a bad effect upon the office; we have heard the expression of the office breaking down under the weight of its own details?—I think that the complication in the office is enormous in consequence of the central system.

2847. That practically increases the unintentional injustice?—Yes, it does very much indeed.

2848. (*Mr. Senior.*) The injustice, I apprehend, is a negative injustice; not that anything wrong is done, but that something which might be right is not done?—Yes, I suppose that it generally takes that form.

2849. It is a refusal?—It is a refusal to make a grant in one case, because it cannot be made in many cases, and so on.

2850. (*Chairman.*) You stated your third objection to the system to be the want of local interest?—Yes.

2851. Do you think that that applies more to the Government system than to your plan of rates?—I think that that is the ultimate result of the Government system; but the ultimate result, I think, of any plan which throws the work upon the localities is to create a great deal of local interest.

2852. Does not that depend very much upon the smallness of the locality?—No, I think not. For instance, I think that a system which brought the parents into the management of the school, and brought the ratepayers into the management of a district of schools, would create a great deal of real local interest eventually,

2853. Do you think that a union interest is a sufficiently local interest?—Yes, I should think so, certainly.

2854. In what way do you think that the Government system is decreasing the local interest? I understand how the Government system is opposed to local interest; but how is that evil increasing?—The tendency of the Government system is working very much in this way:—A clergyman applies to the Government for assistance to get up a school. In order to obtain it, he has to raise a certain sum of money to meet it; he sets to work, and creates a considerable amount of immediate enthusiasm; the Government meets it, and the school is built and set agoing. After a little while the enthusiasm begins to die, and the people are not compelled in any way to support the school. They are willing to make a first effort, and the result very generally is that the great burden of really maintaining the school falls upon the clergyman alone. At present, the amount which the clergy contribute towards the education in Church of England schools is quite out of all proportion to their incomes, and to the share which could fairly be required of them.

2855. (*Rev. W. Rogers.*) May one cause why the enthusiasm dies away be that the education is not exactly adapted to the wants of the people?—To some extent; that touches the parents, it does not touch the subscribers; if the parents had more to do with the schools, they would gradually adapt the education to their own wishes.

2856. (*Sir J. Coleridge.*) Do you think that they would be the best judges of that matter?—I dare say they would make mistakes, like other people, at first, but I think that they would correct them ultimately. I think that the common people show a remarkable amount of good sense about the education of their children.

2857. (*Rev. W. Rogers.*) They have not shown a great amount of good sense for the last six months, have they?—You have the schools already at work and organized, and all that the parents would have to do would be to step in and elect men to take a part in the work. I think they are quite able to do that. I think that the parents might make mistakes.

2858. (*Mr. G. Smith.*) Do you think that deference should be paid to the opinions of the parents, as to the extent of instruction, or should that be decided for them by a superior authority?—I should pay great deference to the opinions of the parents.

2859. (*Sir J. Coleridge.*) Do you think, for example, that the parents would have any other object than that of best fitting their children for the situations in life which they were to be in; that, I suppose, would be the leading principle?—Yes, they would begin with that.

2860. Do you think they are very careful whether their boy writes well or ill, and reads well or ill?—I imagine that they think a great deal about it; and I think that if the duty were distinctly put upon them, you would find that they would be very much interested in it indeed.

2861. (*Chairman.*) Do you not even think that the labouring classes generally attach very considerable value, and perhaps even undue value, to what in their class might be called accomplishments; say, for instance, a knowledge of geography?—I do not think that their tendency is to cut the education of their children down at all. The

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parents, I think, generally speaking, show a want of discretion in regard to the punishment of their children, but not in regard to the instruction.

2862. (*Rev. W. C. Lake.*) Do you think that they show any want of discretion as to the time at which they removed their children from the school?—I think that they are unwise in removing them so soon, but the pressure upon them I think is very heavy.

2863. Do you not think that the parents' view, that a child 11 years old who has been at a proper school, may be supplied with what he requires for his position in life, is a sound one?—I do not think that 11 is old enough.

2864. Taking the exigencies of his early practical training for his calling into consideration, how long should a child be left at school?—I think till the age of 13 or 14.

2865. In agricultural districts?—In agricultural districts, I think, they might stay till 13; but that is a thing which I would certainly leave to the parents.

2866. You do not think that at present that is at all the view of the parents?—No, not at all; but just as you find parents taking more interest in the education of their children, as they certainly do, so far as I know, where they pay towards it, so also, I think, that they would take still more if they had some control over the education itself.

2867. (*Chairman.*) Have you ever turned your attention to the question of the education of pauper children, apart from the general education of the poorer classes?—Yes. Kneller Hall, of which I was the principal, was chiefly intended to the provide the first steps towards a general measure for the education of the pauper children.

2868. Do you not consider the present education given in workhouse schools to be very indifferent?—Very indifferent.

2869. Have you ever considered any plans for its improvement?—I do not think it is possible to improve it while the schools remain in the workhouses.

2870. Would you then propose a general school for the education of the pauper children by a concentration of unions, or by the establishment of a school for each union apart from the workhouse, or by any other system?—I think that the best system is that of providing district schools from a concentration of unions.

2871. About what number of children would you consider that a good school should contain?—I think that a good school should vary from 200 children upwards.

2872. Would you consider those schools to be a part of the general plan which you are advocating, or would you have those schools to be entirely supported by the ratepayers as the union workhouse schools now are?—They must be entirely supported by the ratepayers from the nature of the case.

2873. You would therefore not make them a part of your general system?—No, I should make them a distinct thing, because the State owes these children a duty over and above free education; it has to feed and clothe them, and not only that, but it has to do not only the schoolmaster's work but also the parents' work, to a great extent. At present, a boy is sent to a national or similar school to learn to read and write and cipher; but besides that education, of course, he gets, or ought to get from his parents, a considerable amount of moral education and of industrial education; the school has to provide that or the pauper children.

2874. You would therefore make them industrial schools?—I would certainly make them industrial schools.

2875. As regards the religious education to be given, in what form would you provide for that?—I would leave it, as it is now provided by law; at all the industrial schools, I think, which I know of, they have a chaplain, and besides that, ministers of other religious denominations are allowed to attend for the purpose of instructing the children in the faith of their own denomination.

2876. (*Sir J. Coleridge.*) Your scheme then for the workhouse schools would put down the schools in the unions?—Yes.

2877. At present, supposing children are in the workhouse for a short time, a month or six weeks, they go at once to the school in the union?—Yes.

2878. Would you send them to the district school?—I would.

2879. For however short a time?—For however short a time.

2880. (*Chairman.*) And you would limit your district schools, not by the number of unions, but by the average number of children contained in the present workhouse schools?—I think that I should leave that question to be settled at the discretion of the Poor Law Board. Various considerations would enter into it; as, for instance, the number of children, and the distance of the unions from one another, and the ease of access. I should not think it advisable to lay down an absolute rule upon such a subject as that.

2881. If, as I gather from your answer to the question last but one, you would send children to the district school for however short a time their parents were admitted into the workhouse, it would, of course, be necessary that the schools should not be at any very great distance from the usual residence of the children?—Not at a very great distance. I suppose they might very well be sent ten miles; a cart might convey them. I do not think that there has ever been found any difficulty in those cases where district schools have already been tried.

2882. (*Sir J. Coleridge.*) All that would be required to carry out that plan would be to increase the powers of the Poor Law Board?—Nothing else would be required.

2883. (*Mr. Senior.*) Something else would be required; it would be necessary not only to increase the power of the Poor Law Board, but to secure the will of the Poor Law Board to exercise that power?—I was considering a compulsory action to be substituted for that.

2884. You might give a power to the Poor Law Board to require the erection of district schools, but if that board did not choose to take the trouble, which I am inclined to think it would not do unless it was forced, your enactment would be nugatory?—I should compel the Poor Law Board to do it. I am convinced that the children are not merely not instructed, because I think that that is a mere secondary matter, but that they are ill-educated in the workhouses.

2885. Educated in vice?—Yes, that they are educated for pauperism.

2886. Have you turned your attention to the children of the out-door paupers?—No, I have not paid particular attention to the children of the out-door paupers.

2887. I believe that the children of the out-door paupers are about six times as numerous as the in-door pauper children?—Yes.

2888. And they are almost uneducated?—Almost uneducated. The children of the out-door paupers I suppose would be best dealt with by being sent to the National schools.

2889. Are you aware of the Act called "Mr. Denison's Act"?—Yes; I am not aware how far it has been found operative.

2890. It has been found operative to the extent I think of about 6,000 children out of 300,000, at an expenditure of about 1,700*l.* out of 6,000,000*l.*, but it contains a clause that it shall not be lawful for

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the guardians to impose as a condition of relief the children being sent to school; and it is also permissive as respects the guardians; do you think that those clauses account for its being inoperative?—Quite. I think that the parents in such a condition ought to be compelled to send their children to the school.

2891. You are aware by whom that Act was actually drawn?—No, I am not.

2892. By the Poor Law Commissioners?—I did not know that.

2893. (*Chairman.*) Will you be good enough to state to us the origin and history of the institution of Kneller Hall as affecting this question?—Kneller Hall was intended to prepare schoolmasters for district pauper schools, and it was believed at the time when it was first set agoing, that the establishment of such district pauper schools was quite certain and very soon to follow; but it was found that there were greater difficulties in the way than were anticipated; the Committee of Council had no power of interfering to compel the erection of district pauper schools, and the Boards of Guardians resisted it simply by doing nothing, and the result was, that very few such schools were erected.

2894. (*Mr. Senior.*) Six, I believe?—Six, I think altogether, or seven, and Kneller Hall became purposeless.

2895. (*Chairman.*) You are aware, of course, that Kneller Hall has always been pointed to as an example of the value of a Government school. Do you consider that to be a fair representation, or do you think that it only failed because it was in anticipation of a requirement, which requirement never came?—It certainly only failed in the latter sense: it was part of a scheme which was never carried out.

2896. How long was it in existence?—It opened in 1850, and it closed at the end of 1855, so that it was just six years in existence.

2897. How many schoolmasters did it send out?—I cannot answer the question off hand.

2898. About how many?—I do not think that I can answer the question off hand, but that can be very easily procured. I made a complete return, which is in the possession of the office.

2899. As there were no pauper schools for which the institution was originally intended to be the training school, where did the masters go?—The majority went to the workhouse schools, where they were thrown away, and some went to schools in the Colonies, and some to schools in the prisons.

2900. Have you had any means of knowing how they have succeeded?—Those who went to the schools in the Colonies have succeeded fairly well; those who went to district pauper schools, which of course were very few, succeeded extremely well, and the rest, those who went to the workhouse schools left them as soon as ever Kneller Hall was given up, and the compulsion which kept them there was withdrawn, and they have since been employed in National and other schools of that sort.

2901. (*Sir J. Coleridge.*) What compulsion was that?—It was a moral compulsion only, but they understood that it was part of their duty, and very few of them flinched from it.

2902. (*Chairman.*) Was there any difference in the training of the youths in that school from the system pursued at other training schools?—The industrial education was a little more formal; more regulated.

2903. But in other respects the training was the same as in any other training school?—Yes.

2904. (*Mr. Miall.*) Can you state the average expense of each of the young men trained there?—I cannot tell you; it was very high, because

the school never reached its full numbers, for the obvious reason that there was no prospect for the young men after they had passed through.

2905. (*Chairman.*) Did it exceed 50*l.* a head ?—Considerably.

2906. (*Sir J. Coleridge.*) It is a very large place with large grounds ?—Yes; the mere keeping of it up cost a good deal of course. For the first year there were only ten students in it, so that it must have been very expensive. All the accounts were fully returned.

2907. (*Chairman.*) Do you consider that the supply from the various training schools now in operation in the kingdom is sufficient for the present demand for schoolmasters ?—I think that it has not been yet, but it is on the eve of becoming so, if it has not become so; but just now, I believe that there is rather a tendency among them to go to a new quarter, namely, to take assistant masterships in schools for the middle classes.

2908. Is it not very undesirable that the supply should at all exceed the demand ?—It is very undesirable that the supply should exceed the demand, but very desirable that the supply should be fully equal to the demand, otherwise the salaries would become so high.

2909. Is it not the fact that at this moment there are new training schools starting when the supply is equalling or very nearly equalling the demand ?—I am not aware of any new training school which is starting just now.

2910. We have had in evidence that there is one at Peterborough and one at Winchester ?—The one at Winchester is being rebuilt and they have enlarged it, and the one at Peterborough is coming into the Government system, which it has not done before; but the Winchester Training School has existed a good many years, and the Peterborough, I think, for two years. I think that it is decidedly not advisable that the Government should increase the number of training schools.

2911. (*Mr. Senior.*) The Government has not, I think, done much for the maintenance of the training colleges except paying for the pupils who attend them ?—They have contributed very largely to the buildings.

2912. But not for keeping them up ?—They pay so much for each pupil, and in that way they contribute, I think, more than half the expense.

2913. (*Chairman.*) Have you ever considered the social position of the teachers of elementary schools after they have left the training schools and entered upon the duties of their profession ?—I think that at present it is a little awkward, because the profession, such as it now is, is almost new, but I think that it must be left to find its own remedy.

2914. Do you think that at present that creates a good deal of discontent and dissatisfaction in the minds of the young men themselves ?—I think it does just at present.

2915. But you do not look upon it as an important evil ?—No, nor as a permanent evil, it is a great nuisance to those who have to do with them, but it is to be borne.

2916. Do you not think that if any scheme could be devised which should give them a prospect of advancement, even though it might be a remote one, it would be a great improvement upon the present system ?—No, I do not think that. I think that their advancement should be within their own profession, and I think it that would probably be better for them to begin lower down, and become assistant masters first instead of being chief masters.

2917. Do you think that it would be possible to hold out to the very best of them the prospect of becoming inspectors of schools ?—

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I do not think so. I do not think that they would make good inspectors at all.

2918. Will you state in what respect you think that they would fail as inspectors ?—I think that they would be quite unable to deal with the managers of schools.

2919. You think that their original social position would affect their influence ?—Very much indeed, and not only so, but I think that they themselves would not feel sufficiently on an equality with the managers of schools, and would not have that sort of self-reliance which is required in an officer of that kind.

2920. And they would not be able to take that position and assume that authority which an inspector ought to assume in order effectually to do his duty ?—I think so, and I think also that there would be a considerable tendency in them to overrate the intellectual as compared with the moral elements, in education. I think that that is a very common mistake in their class.

2921. (*Sir J. Coleridge.*) With reference to what you have said as to workhouse schools, in what parts of England has your experience principally been ?—I have known the schools about London and a good many schools in Devonshire.

2922. (*Mr. Senior.*) You have not been an inspector of workhouse schools?—No.

2923. (*Sir J. Coleridge.*) Will you allow me to read a few lines from a very sensible report upon this subject. It points to schools at Dorchester, Cerne, Yeovil, Hereford, and Ledbury, all agricultural. It first speaks of the very satisfactory condition of the workhouse schools; it then says :—" Not only the intelligence and knowledge, but the " healthy, cheerful air of the children's faces and manners impressed " itself upon me very vividly. The instruction given is not ambitious " in its range, but thoroughly sound of its kind ; the writing, almost " without exception, good ; and the reading of the girls in the Hereford " workhouse the best for articulation and freedom from provincialisms " that I heard in the country. It struck me that the condition of the " workhouse schools very nearly approached the ideal of what elemen- " tary education in this country, under our confessedly difficult social " circumstances, ought to be,—perfectly unassuming, and perfectly in " keeping with what the children's future career is likely to be." Then after going on upon this subject, he says:—" I attribute the " efficiency of workhouse schools chiefly to the operation of the follow- " ing causes :—First, the regularity of the attendance of the children. " Every child in the house, unless sick, is certain to be in school. " Secondly, the adequacy of the teaching power. The schools that I " saw were all small, and without pupil-teachers, but in no case with " more than 20 children to the single instructor. Thirdly, the unambi- " tious character of the instruction given, which gives time for what " is taught being taught thoroughly. Fourthly, the mixture of indus- " trial with mental work, the advantages of which I fully admit where " the combination is possible. These children rarely receive more " than three hours' mental culture a day. Fifthly, the constant inter- " course between the children and their teacher. They are thus out of " the reach of what are too often the vulgarizing and demoralizing " influences of home ; hence the pronunciation in the workhouse schools " is very rarely provincial, and in most cases you can hardly believe, as " you look on their happy, trustful faces, that you have before you " a set of pauper children, whose portion, both present and future, is " generally assumed to be of all men the most miserable." Does that strike you as being very different from your experience ?—Very different from my experience indeed. I should not deny that there are

workhouse schools such as are mentioned there, but I should say that the majority of workhouse schools were anything but deserving of that character.

2924. Then I have a very able report before me, which applies to the unions of Bristol and Plymouth. There the writer says:—"As to "the character of workhouse education, I may state generally that "the schoolmasters are efficient, and that the knowledge possessed by "the children is, if anything, superior to that possessed by the average "of children of the same age. The regularity of attendance and the "length of the time spent at school readily account for this, and it "seems to be generally admitted that the workhouse schools ought, if "properly managed, to be the best schools in the kingdom." Then this gentleman gives a very different account of the moral training?—Yes; I was going to add that I should quite agree that the intellectual condition of the workhouse schools is often good, but it is the moral side which I think is so excessively deficient. I should have said that the moral part of the education in the workhouse schools was very bad indeed, and as a general rule, that it was almost impossible to enforce the necessary separation of the children from the paupers, and that the girls suffered from that cause extremely, a very large number of them ending in profligate lives, in consequence of the kind of associations which they met with in the workhouse in their childhood.

2925. (*Mr. Senior.*) It has been said that the workhouse schools breed up the girls for prostitution?—Yes; I do not think that it is really possible to separate them from the house.

2926. Might you not improve the state of things by having the school a mile from the house, although a district school is better?—That is in reality coming to the principle of a separate school.

2927. (*Sir J. Coleridge.*) But still it would not prevent the intercourse afterwards, where the children came back from school?—The intercourse would be too easy.

2928. Your scheme would be that the children should entirely live at the district school?—Yes.

2929. (*Mr. G. Smith.*) Do you think that it is a good thing to train schoolmasters in a separate seminary, or do you think that it is at all open to the same objection as training clergymen in a separate seminary apart from those destined for other callings?—I think that the profession of schoolmaster is something so very much more definite than that of clergymen, that the evil of training them separately is very much lessened. I think that there are certain evils, but I think that on the whole it is a better system than any other which you could devise.

2930. What do you think that the evils are?—I think that the evils are, that it gives them too exalted a notion of their position and of what they have to do, and that they gradually acquire a sort of belief that the work of a schoolmaster is the one great work of the day, and that they are the men to do it.

2931. (*Sir J. Coleridge.*) Have you any opinion about the length of time for which the training ought to go on at the training college?—I think that two years is barely enough.

2932. At St. Mark's, originally, three years were contemplated?—Yes; two years is quite enough to teach them all that they want to know intellectually, but it is barely enough to form their characters, upon which really much more depends.

2933. (*Rev. W. Rogers.*) Do you think that there is sufficient school management taught in the training schools; is it sufficiently kept before their eyes that they are to be schoolmasters, and not to be mere stu-

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dents?—It is so perpetually dinned into their ears that I think they can hardly forget it. I have myself before now recommended changes rather in that direction, but I think that it would be a great mistake to sacrifice the thorough instruction of the students to any greater amount of practice in their profession.

2934. (*Sir J. Coleridge.*) They do all practise?—They do all practise.

2935. And you would not increase that amount?—I would not.

2936. What is about the average amount? How many hours in a week or a month?—I do not think that I can tell.

2937. (*Mr. Senior.*) Have you had any experience of the half-time system?—No, none at all.

2938. (*Rev. W. C. Lake.*) Do you think it a desirable thing either for the country or for schoolmasters themselves that they should be all of one type, as they would be if they were all to be educated in the training colleges?—I think that there is a sufficient variety of types provided by the different training colleges.

2939. Do you not think that it would be a desirable thing if the Government gave more encouragement than it at present does to schoolmasters who had educated themselves and who come up to a certain standard?—I do not think that the Government throw any obstacles in their way, that I can see.

2940. (*Sir J. Coleridge.*) Supposing that you yourself showed a desire to become a schoolmaster?—Having been appointed to a school I should simply have to present myself for examination, and I should get a certificate if I passed the examination. The examination is quite open to all schoolmasters.

2941. Within certain ages?—No; the examination is quite open to all schoolmasters.

2942. Might I go now at 70?—Yes; you must get a school first. The only disadvantage to which they are subject is that the examinations are adapted to the curriculum of the training schools, and of course therefore, those who have been in the training school, have rather an advantage over the others.

2943. (*Rev. W. C. Lake.*) I suppose that the more the Government encourages training schools all over the country and pays for them, the more it discourages other types of schoolmasters, does it not?—In that sense, that it leaves less room for them, of course.

2944. (*Sir J. Coleridge.*) You have been, I think, an inspector of training colleges?—Yes.

2945. You have been speaking of a variety of types, have you observed differences in the pupils of different colleges?—Marked differences.

2946. (*Mr. Senior.*) You have also been, I believe, an examiner in the Privy Council Office?—Yes.

2947. How many examiners are there?—I do not know how many there are now.

2948. How many were there then?—For a short time there were two, and when I left the office, I think there were four.

2949. How many thousand papers had you to read every year?—That I cannot answer.

2950. (*Mr. G. Smith.*) With regard to the papers, is the work proposed in the syllabus really produced?—It is really produced by the able students, and not fully, but in some degree, by the others.

2951. What proportion would you call able?—Perhaps there would be a proportion of one-tenth who would do it really well; I think that they all show a sort of want of complete command over their knowledge, even those who know their subjects best.

2952. Do you think that they keep up the subjects afterwards at all,

or do they drop them when they become schoolmasters?—I should think that a few keep them up; most of them, I should think, drop them, or drop a good deal of them at any rate.

2953. Do you know whether there is much intellectual activity in the training colleges as shown by intellectual tastes and voluntary studies?—No, I should think, very little; the pressure upon them to follow the curriculum is so very severe that they have hardly any time for anything else.

2954. Do you think that pressure to follow a particular curriculum in preparing for the examinations has any bad effects upon their mind?—Yes, I think it has, but I think that it is for the present a necessary evil; it is your only chance in the life of those men to give them a thorough conception of what is meant by work of the brain, and it is really necessary for their profession afterwards.

2955. (*Rev. W. C. Lake.*) Have you observed that this excessive pressure leads to a great want of anything like intellectual life and elasticity in the character of the schoolmaster afterwards when he becomes a schoolmaster?—No, I should not have said that at all; I think that it would be far better if you could get schoolmasters with less knowledge and more education, which is what is commonly meant by people who ask for what they call a lower standard, but it really is a much higher standard; I think it is true that they do not take much interest afterwards in the subjects which they have studied at the training schools, but not from the want of elasticity, but that the present state of the profession absorbs all the interest of the schoolmaster. All those who do think and write are engaged in thinking and writing upon this one subject.

2956. (*Sir J. Coleridge.*) Is there not rather a tendency with the schoolmasters in all classes to make them too much machines?—Yes, a good deal, no doubt.

2957. With regard to the training colleges, is there any mode by which the moral state of the young men is at all ascertained?—The principals are supposed to be responsible for the moral state of the young men.

2958. Is that matter inquired into?—The principals are required to sign certificates; the Government interferes no further.

2959. Have you any information to give with respect to the moral state of the training colleges?—I think that it is not so good as one would wish, but I do not think that it is capable of improvement, except by time and patience; any system of espionage would be extremely mischievous, and short of that, with men brought from the lower grade of society, you will have a great deal of secret wrong.

2960. In what way does the immorality show itself, in drinking?—I think that occasionally there is drinking; they visit public-houses, and in that rank of society it is not unnatural that they should, and they get into mischievous habits without being quite aware of what they themselves are doing. That is forbidden by strict orders from the principal, and no doubt the authorities check it as far as they possibly can; but short of a system of espionage, which is out of the question, you cannot absolutely prevent it. Then, I think, besides that, there is a considerable tendency amongst them to indecency, which also cannot be immediately checked; and for the removal of evils of that sort you must rely upon the perpetual action of the men who are in charge of the training schools, in raising the tone of feeling.

2961. Generally speaking, are the principals clergymen?—Yes, generally speaking.

2962. (*Rev. W. Rogers.*) A man's character has not any effect

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upon his certificate, has it?—It has no effect upon the degree of his certificate.

2963. If a man has ever so bad a character, it does not degrade him at all?—It does not degrade him, but it would exclude him altogether.

2964. Suppose the training master said, "I do not think that this "man is exactly the right thing," though he could not say that he was of very bad character?—There are certain certificates to be signed; if the principal of the training school signs the certificates, the Government interferes no further.

2965. (*Mr. Senior.*) Are they confidential?—No; they go through the office, and I suppose are liable to be called for by the House of Commons, like any other papers; they are not published.

2966. Does the young man himself see the certificates?—The principal of the training school transmits them.

2967. Not through the man who is to become the master of a school?—No.

2968. In a document which I hold in my hand it is said. "As nearly "as can be ascertained, each pupil, on an average, sends in four separate "papers on each subject he undertakes, and, on an average, grapples "with five; thus each, in addition to being made to teach a class before "the inspector, hands to him 20 separate answers to read and mark, "which, afterwards, all pass through revision at the office, being an "aggregate of 280,000 separate answers from the 14,000 pupil-teachers. "The grants are then made according to the revised marks." Does that represent the state of things when you were an examiner?—It had not grown to that size.

2969. There are now nine examiners, that would be more than 30,000 answers to each examiner in the course of a year; had you 30,000?—Yes, quite, I should think.

2970. Can anybody look at 30,000 answers in that time?—But it must be remembered that they have already been looked over, and all that the examiner has to do is to check the decisions so far as to bring them to one standard. The inspector, for instance, will say that he recommends this boy to pass; the examiner looks at his papers, which have been already looked over and marked by the inspector, and sees how the boy has done, a glance will tell that.

2971. He does not sit in judgment upon them?—He only sits in judgment upon the special cases; all the ordinary cases pass through his hands almost directly.

2972. He only sees that there is a sufficient number of marks?—Yes. If the examiner sees that all the arithmetic, for instance, is right, he will not look at each separate sum a second time.

2973. He does not test it himself?—He might occasionally, now and then, but he would not feel himself called upon in each separate instance to test whether it was right.

2974. It has been supposed that the schoolmasters themselves, though not fit to be general inspectors, might be made inspectors of pupil-teachers?—They might look over papers, no doubt; they could do that.

2975. And it would be a considerable relief?—It might be done. You might employ such men to look over papers, but I rather doubt whether it would be a very great relief.

2976. You do not see any other portion of the inspection which it would be safe to delegate to inspectors taken from schoolmasters?—I do not see it at present. I do not see among the schoolmasters the sort of qualities which make a man really a good inspector, for instance, the talent which is required in dealing with the managers and with the

schoolmaster, and a sound judgment, especially on the moral elements of the school.

2977. (*Rev. W. C. Lake.*) With reference to the use of the word "provisional," I think you said, at the beginning of your evidence, that you did not regard the original plan of the Privy Council as tentative, and that you did not think that that term could be applied to it, but that you regarded it rather as provisional; did you mean by that remark that the original founders, or the Privy Council, or any persons connected with it, contemplated a definite form which the plan would assume?—No, I did not think of that; but what I meant by saying that I did not consider it tentative was that I did not consider that it was tried with the intention, if it did not succeed, of trying something else, and then something else; but rather that it was the beginning of further development afterwards.

2978. (*Mr. G. Smith.*) Should you say that it was fairly described as a great inductive process for the purpose of arriving at principles of action?—No, I do not think so at all.

2979. (*Sir J. Coleridge.*) You would say that it was a step in an inductive series?—I think that it was a step in improving education, and that it was intended to be a step and only a step; but I do not think that it was a tentative step.

2980. It was tentative in the sense of feeling one's way?—I think it was felt that it was one move forward, and that the next move was to follow it; that the next move was not to move backward.

2981. (*Rev. W. C. Lake.*) You mean that the Committee of Council laid down some broad principle at first, and afterwards worked upon it?—Yes; the broad principle was to assist local efforts, it was never to replace them but always to assist them.

2982. And all the subsequent steps have been simply a development of that principle?—Simply a development of it till the capitation grant, and the capitation grant would have been a development of it, if like Kneller Hall it had not been a fragment of a larger scheme; it was only a fragment of a larger scheme, and the larger scheme which was a rating bill for the boroughs was not passed in the House of Commons, and the Committee of Council had not had the patience to wait till that had been decided on, but had already committed themselves to the capitation grant.

2983. Will you explain this apparent anomaly with regard to the capitation grant; the capitation grant was to pour a certain quantity of money into the pockets of the country so to speak, and the bill of which you say it was a part, was to permit the towns to rate themselves, that is to say, to draw money out of their own pockets?—Yes.

2984. That is to say, that the plan appears to have been, that the towns were to pay for themselves and for the country too?—Yes; it was that.

2985. (*Sir J. Coleridge.*) At present the country parishes which cannot derive the benefit, pay for the towns?—Yes; they pay their share of the taxes, and so it goes to the towns; but the belief was, that the country parishes were too poor to educate, and that they were to get the assistance from the central grant.

The witness withdrew.

Adjourned to Monday next at 12 o'clock.

Monday, 30th January 1860.

PRESENT:

The Rev. WILLIAM CHARLES LAKE, M.A.
The Rev. WILLIAM ROGERS, M.A.
NASSAU WILLIAM SENIOR, Esq., M.A.
EDWARD MIALL, Esq.

NASSAU WILLIAM SENIOR, Esq., M.A., IN THE CHAIR.

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Sir JAMES KAY SHUTTLEWORTH, Bart., further examined.

2986. (*Chairman.*) Can you tell us under what circumstances the capitation grant was adopted?—In 1852-3 a series of measures were prepared, with a view to the extension and improvement of elementary education. Among these was a borough bill, for the adoption of a rate-in-aid of the minutes of the Committee of Privy Council, to be administered by a very limited capitation grant; also in aid of the subscriptions and school pence paid by parents to the schools in connexion with the Privy Council. The object of that bill was to provide more abundant means for the maintenance of the schools in towns, and to take the first step likewise towards the extension of the Privy Council system to the apathetic districts of large towns. The bill was intended to avoid interference with the constitution of schools as at present existing, and with their relations to the Privy Council. The machinery by which apprentices are trained in the schools, acquire Queen's scholarships, are afterwards trained in the colleges, receive certificates from the Government, and, when appointed to schools, obtain augmentation grants, was to continue. The whole scheme of the borough bill was to be, therefore, that of a rate-in-aid of the existing system of administration. It was conceived that one immediate effect of that bill would be to give a great impulse to the extension of the minutes of the Privy Council in the boroughs, first, by rendering the support of schools more easy, and then by promoting the increase of the number of schools in the towns, and, consequently, that the proportion of the public money administered, under the minutes of 1846, to boroughs would be thereby considerably augmented. The Government did not think that the agricultural districts were ripe for the introduction of a rate-in-aid. They thought it fair, therefore, as probably the amount of money obtained from the consolidated fund towards the towns would be increased by the borough assessment, to provide, by a capitation grant, for a further improvement of the schools of the agricultural parishes. They did not think that the agricultural parishes would in this way obtain a larger proportion of the moneys derived from the consolidated fund than the towns would, by the improvement of their education.

2987. (*Rev. W. Rogers.*) Why did the borough bill fail?—The borough bill was rather coldly received in Parliament. It obtained very little support there; and little or no support from the boroughs. In fact, the idea of a rate-in-aid for the boroughs was new, and obtained very little sympathy. The provisions resembled likewise very closely indeed those of the Manchester Education Bill; and probably the same feeling existed with respect to the rate-in-aid under the borough bill as that which had existed with respect to the Manchester Education Bill, namely, that whilst the charge was very limited, there

was very little accession of power to the municipality which had to administer the rate.

2988. (*Rev. W. C. Lake.*) When you say that the bill was coldly received, do you mean that there was an active opposition?—There was not an active opposition, but the measure was not very strongly pressed upon the attention of Parliament.

2989. And in consequence was it thrown out in Parliament, or was it dropped?—It was dropped.

2990. (*Chairman.*) Was there any difference between the bill as originally proposed and as actually brought in?—I do not think that there was any very serious difference.

2991. (*Rev. W. C. Lake.*) If the bill was not actively opposed, can you tell us the grounds upon which it was dropped? I understood you to say that the Government had endeavoured to obviate the old objection to rates, namely, that it gave the ratepayers too great a hold on the administration of the schools?—This Bill did not give the town council any power over the individual schools beyond the protection of the conscience of the child and of the parent. The schools remained, as at present, under the management of the committees appointed by the congregation with which the school was connected.

2992. Did the bill then give to the town councils no check whatever upon the expenditure of the schools?—The town council administered the grant *capitatim*, according to the attendance of the children, and on the fulfilment of certain conditions, and had an entire check in that respect upon the administration of the grant, but they had no power of interference with the management of the schools, excepting to secure religious liberty.

2993. Do you remember whether any calculation was made as to the proportion to which the expenditure of rates in that way would amount compared with the central expenditure of the Privy Council?—It would not at first have amounted to much, certainly not to more than 3*d.* in the pound upon the borough rate, but I think that it was within the conception of those who proposed the bill that step by step when the town councils had come to understand the whole bearings of the system of public administration which had been adopted by the Privy Council, they might be willing to share some portion of the burden of executing the minutes of 1846, and might also be entrusted, perhaps, with some portion of the inspection of schools in relation to those minutes, and so that the amount of the public burden might be to a certain extent transferred from the consolidated fund to the local rates, if the successive steps were justified by experience.

2994. Then it was contemplated that step by step they would be willing to bear more of the expense, and as a consequence of this, that step by step they would have a greater share in the administration of the schools?—Not in the administration of the schools. It was not contemplated that the administration of the schools should in any degree or in any particular, excepting as respected the protection of the conscience of the parents of the children, be confided to the town council, but that a certain part of the inspection, as, for example, the examination of pupil-teachers might be confided to the immediate direction of the town council subject to a control from the Privy Council Office.

2995. Was it at all foreseen to what point that administration so vested in the hands of the town council might go, and where it would necessarily stop? I mean was any limit foreseen beyond which the town council could not go in managing the school?—It is not possible to foresee a limit to the interference of Parliament in any particular administration, but the limits defined in the then bill were absolute,

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and it was intended in any successive bill which might be introduced to fix positive limits to the interference of the town council. What powers parliament might ultimately confide to town councils in relation to schools it was impossible to anticipate.

2996. But I understand you to say that it was contemplated, though not laid down in that bill, that there would be an advance in the power of town councils in the points to which you have adverted; for instance, inspection?—By successive Acts of Parliament.

2997. Was it contemplated that that would be the limit?—It was contemplated that that would be the limit; that they would not be allowed to interfere in any way in the internal management of schools, which would still be confided to the religious communions; but that the inspection would be to such an extent probably ultimately confided to the town councils, as that the examination of pupil-teachers might be conducted under their direction, and rules as to the condition of schools admitted to the participation of the rate made by them under the general control of the Privy Council Office.

2998. (*Chairman.*) How soon were the provisions respecting the capitation grant altered?—They were altered in the course of the year, and, in fact, before the minute was carried into execution. The minute passed in April; it was published and distributed in a letter dated August, and in August the borough bill had been withdrawn, and the question had arisen in the interval, whether the capitation minute should be carried into execution or not. In my own opinion, instructed rather by the event than by what occurred at the time, it perhaps would have been wiser to have withdrawn the capitation minute then. I think that with respect to the agricultural parishes, the reduction of the stringency of the regulations as defined in the letter of August 1853, was in the main well founded, and not unwisely done, and I am not sufficiently acquainted with the administration under that minute, from 1853 up to the present time, to say whether the Committee of Council have been able to fulfil their intentions of approaching more nearly, year by year, to the stringency of the original minute. But I cannot hesitate to express to the Commission my opinion that it would be wise that the relaxations which were adopted in August 1853 should be gradually withdrawn, as was contemplated in the letter which was issued in August 1853. The capitation minute was not then extended to the boroughs; it has since been extended to the boroughs. I cannot acquiesce in the view which has been taken, that it was impossible to avoid it; my own impression is that it was possible to avoid it, and I regard the extension to the boroughs as an error.

2999. You know that it is now proposed to extend it to Scotland?—That I should think also mischievous.

3000. (*Rev. W. C. Lake.*) What was the character of the relaxations?—In the first place, the material arrangements of the school were not required to be absolutely such as the Committee of Council ordinarily demand, but that there should be a reasonable prospect that they should, within a given period, be improved. My opinion is, that if they were not improved, the capitation grant should be withdrawn. Another provision which seems to me to have been not improper then was, that whereas a certain annual income was required in each school which received the capitation grant, viz., of 14*s.* for boys and 12*s.* for girls, that was to be taken on the average attendance at the school and not in the case of those scholars only for whom the capitation grant was claimed; that was a material reduction, and I think that it would be well, by notice to the schools, to revert to the original regulation.

The reduction in the number of days of attendance from 192 to 176, the causes of the difference being specified, I think, was legitimate and wise. The permission of a registered teacher, I think, should be only provisional and temporary; but I think it may be well to permit a probationary teacher, under the recent minute. I also think that great care should be taken in cases in which the capitation grant is administered that the seven-tenths of the sum received from capitation fees be appropriated to the salary of the master, and that his salary, from that and other sources, be sufficiently liberal.

3001. (*Chairman.*) Do you think that it would be advisable to extend the capitation grant to any, and if any to what, schools hereafter to be created?—My impression is that provided steps were taken to approach by degrees the original stringency of the minute, even in the agricultural districts the capitation grant might be open to assist the introduction of probationary teachers and stipendiary monitors in the agricultural districts, and if it be now impossible to withdraw it from the towns, which I should greatly prefer, I should accompany the capitation grant with requisitions in towns which are not at present contemplated in the administration. In towns I should require that the capitation grant should be applied to the provision of an assistant master, or of an additional number of pupil-teachers beyond that to which the grant of the Education Committee ordinarily extends, and so should obtain a distinct advantage from the application of the capitation grant in the towns.

3002. We have been told that in many cases the capitation grant merely comes in lieu of private benevolence?—I believe that as extended to the towns, there have been cases in which the capitation grant has been an unnecessary application of public money, but I believe also that in towns there are other cases in which it has assisted the laborious and anxious efforts of clergymen in apathetic districts.

3003. (*Rev. W. Rogers.*) Do you imagine that it is really of any use in country districts, the amount being so very small that it is no real aid to them as far as I can see, in the poor districts in towns it really is a very great aid, because you may get perhaps 20*l.* or 30*l.* a year, but in a country district if you get 1*l.* or 2*l.* it is considered very good, and 5*l.* is considered extravagant?—If the school were not entitled to more than 5*l.*, I should think it useless to administer it, and quite a wise regulation to say that it should not be given unless it amounted to a certain sum.

3004. (*Chairman.*) Would you grant it to any new school?—I think that it would be better to decide if the capitation be continued, on what provisions it should be applicable to town and to rural schools respectively, or to withdraw it altogether.

3005. What do you think of extending it to Scotland?—I should not extend it to Scotland.

3006. You are not aware what pledges the office has given in that respect?—I am not aware.

3007. (*Rev. W. C. Lake.*) On what grounds do you think that it would be undesirable to withdraw it altogether, as your last remark seemed rather to imply?—Simply from the difficulty. I think that if the withdrawal be contemplated the mode perhaps would be to increase the stringency of the regulations by degrees, until it was actually withdrawn.

3008. (*Chairman.*) Does anything else occur to you on the subject of the capitation grant?—I have observed, upon which I may now remark, that a general recommendation has been made that the whole of the grants made under the minutes of 1846, for the stipends of

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pupil-teachers, the gratuities to schoolmasters, and the augmentation grants should be commuted into a capitation grant, which should be paid upon well-defined conditions to the schools as a mode of simplifying the administration of the Committee of Council. I think that that is open to formidable objections. I think that the result of that plan would be a great number of exceedingly troublesome questions as to the discretion of the local authority in the subsequent administration of that grant. The whole simplification which is contemplated might be obtained in the following manner. The examinations of the pupil-teachers, and of the master, and the decision of the amount due to each under the minutes of 1846, being determined exactly as at present, instead of paying them as they are at present paid by post-office orders addressed to each individual, and even in sums for which separate orders of 5*l.* or less have to be drawn for each person paid, I should propose, and, if necessary, should obtain an Act of Parliament for the purpose of making the postmaster of the district the banker for the schools. I should issue one order for the payment of the whole sum, but containing a schedule of its application, and I should require receipts to be given from the school to the postmaster. By that means a simplification would be obtained similar to that of one general capitation grant. The present method of administration would be maintained.

3009. (*Rev. W. Rogers.*) You are probably not aware that there has been considerable correspondence between the paymaster-general's office and the Privy Council upon that very point?—I am not aware of that.

3010. And that the paymaster-general has suggested a plan by which the whole of that business would be done through him without any expense to the country?—I am not aware of that.

3011. (*Chairman.*) You have suggested an expedient in lieu of a general capitation grant; have you any precise objections to the scheme of a general capitation grant, leaving the appropriation to the managers of the schools?—I should object to that decidedly.

3012. I think that you have already said that you object to it, but you have not told us why?—I object to it on this ground, that the determination of the results of inspection ought to be by an authority, which has an opportunity of securing a uniform administration all over the country, and therefore a uniform standard by which the appropriation of the grant to pupil teachers, to masters, and to other officers of the schools is determined, whereas, if each separate school were to exercise that authority, the administration might be as multiform as the number of schools.

3013. You think that that system then would produce diversity in the management of schools?—And great favoritism and jobbery of every description, and probably great misappropriation of public funds.

3014. (*Rev. W. C. Lake.*) When you say that it would favor great jobbery and favoritism, would not such evils be very much obviated, if the sum were granted upon an accurate inspection of the state of the school?—That is exactly what I propose, that the sum granted shall depend upon an accurate inspection of the school, and that the payment shall be made in one sum, but administered according to the results of that inspection.

3015. (*Chairman.*) You would still preserve the appropriation; you would not allow a school to receive 100*l.*, and to employ it in whatever way the managers thought fit?—Certainly not; I should define the appropriation of it according to a uniform system, but I would pay it in one sum to the postmaster of the district as the banker, allowing the proper share of it to be obtained by each individual, according to a

schedule sent from the office, defining, as at present, what was due to the master under each head, what to each pupil-teacher, and what grant, if any, arose from the capitation allowance.

3016. You would not alter the present system of appropriation?—In no respect.

3017. Have you turned your attention to the education of pauper children?—I was an Assistant Poor Law Commissioner for many years in Norfolk and Suffolk and the metropolis, and I paid attention to the improvement of the workhouse schools, the foundation of district schools, and the preparation of measures to be laid before Parliament by the commissioners for the promotion of district schools. The improvement of schools in workhouses, especially as respects their moral features, will always encounter insurmountable impediments, and I think that the only thorough remedy is the foundation of district schools.

3018. You are aware that the number of district schools is very small?—Yes.

3019. Are you aware what are the obstacles which have prevented their creation?—I regret to say that I think that the Poor Law Commission is in itself a very considerable obstacle to the earnest prosecution of measures in Parliament for obtaining larger powers for the foundation of district schools or even for the use of the powers which at present exist. The Poor Law Commission is as it has been constituted for many years past, almost purely an economical commission, and it has been too apt to regard even the moral arrangements within the workhouses as subject to the same laws as the merely material arrangements, that is to say, that education must be subject to the same restrictions as the relief of physical wants.

3020. (*Rev. W. C. Lake.*) That it is to be done as cheaply as possible?—That it is to be done as cheaply as possible.

3021. With a great disregard of its being done as well as possible?—With a disregard of its remedial power and of its being an agency which would by the education of the population and the improvement of their moral condition be an antidote to pauperism. Consequently the government some years ago confided the inspection of the workhouse schools to the Committee of Council on Education, at my own suggestion, when Sir Robert Peel appropriated an annual grant towards the payment of the salaries of the masters and mistresses in the workhouse schools. The other obstacles are obviously that the comparative apathy of the Poor Law Commission on the subject is fortified by the entire indifference, or rather by the repugnance of the majority of the agricultural guardians to the adoption of any measures for the improvement of the education of paupers. In some workhouses it has been found extremely difficult to persuade farming guardians to allow the pauper children even to be taught to write, and, generally speaking, they would regard with great jealousy any system which increased the expenses of educating the pauper children.

3022. (*Chairman.*) You have spoken of the apathy of the Poor Law Commissioners; has not their conduct been sometimes worse than apathy on this subject?—I think that it has amounted to obstruction.

3023. (*Rev. W. C. Lake.*) Is not a graver evil than the one to which you have pointed, namely the obstructions thrown by the farmers in the way of the intellectual culture of the pauper children, to be found in the moral degradation which attends the best education of children within the walls of a workhouse?—Unquestionably, and the condition of the girls especially is a subject of extreme difficulty in the workhouse. If they are to be employed in any of the ordinary household work, they commonly come in contact with the young females in the workhouse

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who are employed in cleaning and making beds and other domestic work, and who for the most part are women of dissolute lives.

3024. So that from their very earliest years the children of both sexes, but particularly the girls, are educated by being under the care of persons of grossly immoral character?—If not under their care more or less in contact with persons of low moral character, to say the least, if not of dissolute character.

3025. (*Chairman.*) What is the effect of their intercourse with their parents and relations in the workhouse?—The parents and relations of pauper children are to a very great extent persons who owe their pauperism either to a low tone of energy or to a want of self-denial or to absolute licentiousness of habits, and the influence of a person of that character upon a child is obviously most deleterious.

3026. (*Rev. W. Rogers.*) You cannot entirely shut out the parent from the child?—Of course not, but in a district school the opportunities of intercourse are less frequent than they are in a workhouse school, especially in towns.

3027. (*Chairman.*) Can you suggest any means of facilitating or increasing the erection of district schools?—It might be important to extend the loans granted under the District School Acts to a longer period, instead of 20 years to 40, and so to diminish the immediate pressure of the burden of erecting the schools. I would give the Committee of Council power through the president and vice-president of sitting in conference with the Poor Law Board on all questions relating to the foundation of district schools, and thus bringing the influence of a department interested in public education to bear upon the regulations of the Poor Law Board. The general provisions which have been introduced into the bills presented to Parliament have appeared to me in other respects to be wisely ordered.

3028. In order to create a district school union the guardians of every parish must consent?—I did not remember that.

3029. If the formation of unions under the Poor Law Amendment Act had been permissive how many would have been formed?—Very few would have been formed if it had been permissive.

3030. Would you allow the Poor Law Commissioners to create district school unions without the consent of the guardians, as you have allowed them to create workhouse unions, without the consent of the parishes?—Provided that the government were disposed to grant great facilities by way of loans extending the burthen over a long series of years, I do not think that the guardians should be at liberty, excepting by a majority of three-fourths or four-fifths, to dispute the will of the central government on the subject; but I think that a very large majority of the guardians ought to be permitted to do so.

3031. Do you propose any means of forcing the Poor Law Commissioners to exercise their power?—I cannot conceive that the Poor Law Commissioners, if they sat in a board upon these matters with the Committee of Council, would resist the wishes of the Committee of Council upon the subject.

3032. We will now turn to the children of out-door paupers. I believe that they are about 300,000?—There are about 300,000 children belonging to parents who are in the receipt of out-door relief. Some investigations were made by the committee which sat in Manchester upon the Local Education Bill into the condition of those persons, and the committee adopted strong resolutions in favour of fees being paid out of the rates to the schools for the admission of the pauper children. The only question which I think would be open for further discussion,

would be what should be the amount of fees chargeable on the rates for the admission of pauper children to the schools.

3033. You know Mr. Denison's Act ?—I do.

3034. Was that the result of those resolutions ?—I do not know that it was the immediate result, but the whole subject had been canvassed for years, and the recommendation contained in Mr. Denison's Act, had in a more stringent form been adopted in Manchester, and had been suggested in works on public education prior to the introduction of that act, but as that act is simply permissive, its operation has been extremely limited.

3035. That act contains a clause by which the guardians are not allowed to make the sending of the children to school a condition of relief ?—It is so.

3036. Are you aware that in many parishes that clause is disregarded? —I am not aware.

3037. Do you think it a proper clause ?—I think that unless the child were either at work with a payment satisfactory to the guardians, in which case he would be aiding in the support of his parents, or ill, it would be quite proper to require that he should be sent to school as a condition of relief.

3038. That is to say, as a condition of out-door relief ?—Of out-door relief.

3039. (*Rev. W. Rogers.*) What should be paid for the schooling ?—I said before that the question of what sum should be paid is a question which seems to me to be open to discussion, whether it should be a sum sufficient to pay for the whole cost of the child's education, or only a part of it. The question whether the amount to be paid should be the ordinary school-pence of the school, or should suffice to remunerate managers for the entire charge excepting what was derived from the Government, is open to discussion.

3040. (*Chairman.*) In fact, the admission of pauper children would not materially increase the expenses of the school ; the plant must remain ?—The plant must remain; but every child that is added to the number of children instructed in the school tends to increase the necessity for enlarging the staff. If, therefore, the staff of the school cost 5*d.* per child weekly, and the ordinary school fee obtained from the parents was 2*d.*, 3*d.* would have to be obtained from the subscribers.

3041. The ordinary expense of a child's education seems to be about 6*d.* to 8*d.*, including everything ?—Including what is obtained from the Committee of Council.

3042. In that case the school-pence, amounting to about one-third or one-fourth of the whole, would, I should think, be quite an equivalent for the additional expense of the additional child ?—If the expense of each child amounted to 5*d.* on average, besides what is granted from the Government, the addition of a single child might only make a fractional change ; but if 50 pauper children, or 20 pauper children were admitted into the school, that would make an appreciable change, and must be met by an increased staff and consequent increase of subscriptions in aid of the school-pence, if only 2*d.* were paid.

3043. (*Mr. Miall.*) Do you think that any difficulty would be likely to arise from the adoption of a higher payment from out-door pauper children than that which was required from the ordinary poor ?—It would certainly render the guardians more averse to the application of the fund to the education of pauper children, if more were required to be paid in their case than in the case of the labouring poor supported by wages.

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3044. Would it have any tendency, do you think, to increase the rate of payment generally?—I think that it might have a tendency in that direction in the course of years.

3045. (*Chairman.*) Would you allow the guardians to pay the school-pence of a child where the earnings of the parents seemed to be just enough to supply everything except the education?—I think that that might be fairly left to the discretion of the guardians.

3046. Do you think that they ought to be empowered to do that?—I think that they might be empowered to do that.

3047. (*Mr. Miall.*) In the case just mentioned, do you think that the guardians should have power to pay for the education of out-door paupers, but that they should not be constrained to do so. In the case of other out-door paupers I understood that you approve of some compulsion being exercised upon the guardians?—I understand the question to be limited to the case in which the parents are able to support their children, but not to educate them; in that case I think that the power given should be one simply permissive.

3048. (*Chairman.*) Of course you would require the conscience clauses to be adopted in every school to which pauper children were sent?—Of course.

3049. Would there be any objection to requiring those clauses to be applied to all schools which receive Government aid?—There would be a very great resistance, similar to that which arose upon the management clauses, if it were attempted to be accomplished by any direct measure; and I should think that the violence of the resistance would be in proportion to the directness of the measure employed. My impression is that a great change has already been effected in feeling upon the subject by the absence of any compulsion, and that, practically, there is little coercion. I think that it is almost entirely confined to the attendance of the children on the Sunday school out of the manufacturing districts.

3050. But it seems that that attendance of the children on the Sunday school is precisely the mode of intolerance which is most objected to?—Undoubtedly, and that requirement is very little adopted in the manufacturing districts.

3051. Might the object be effected in this way. A school without the conscience clauses is less accessible than one with them. Might not the Privy Council give a smaller assistance to one which is not generally open than they would give to one which is universally open?—I think that any condition of that kind affecting public grants would excite the most violent controversy and opposition, and that it would be unwise to attempt the change in that way.

3052. (*Rev. W. Rogers.*) Besides which, would it not be impossible to give money on the denominational system, and to force any other system upon them?—I think that, with such a proposal as the compulsory attendance of pauper children on schools, you might certainly require the guardians to send them only to schools where the religious scruples of their parents, if they existed, would be respected.

3053. (*Chairman.*) Perhaps you might say that the religious scruples of the parents shall be attended to in every school to which pauper children are sent; that it shall not be lawful for the managers of the school to require any religious teaching to which the parents object?—Any provision of that sort has a double operation. The children of out-door paupers are not very desirable scholars. Unless the payment were high, I am not quite sure whether they would be readily admissible into schools, and certainly if their admission were attended with any stringent condition affecting the internal constitution and

management of the school, that objection might form an almost insurmountable barrier to their admission. Therefore any conditions of this kind would have to be well weighed before their enforcement was attempted.

3054. (*Rev. W. Rogers.*) But in point of fact, excepting the Roman Catholics, the parents have no objection at all, have they?—I do not anticipate any great objections, excepting in the case of Roman Catholics.

3055. (*Mr. Miall.*) Is it not the case, practically, that in a large number of small rural villages the children of the few dissenters who would send their children to a public school are required to attend at the Sunday school as a condition of receiving education?—I regret to say that I think it is so; but I also think it right to advert to the publication of the correspondence which occurred between the Wesleyan Education Committee and the Government in 1846–7 on the subject of dissenting minorities in rural parishes and the replies which the Government then gave, assuring the Committee that, in any case in which intolerance was exhibited in a Church of England school, the Government would be ready, as far as possible, to protect the minority by founding a separate school for their benefit. That principle has been so carried out by the Committee of Council as to procure a very considerable amelioration of the condition of such minorities in many agricultural parishes. My belief is, that by mild, well-timed, and considerate remonstrances, and also by the progress of public opinion, much may be effected in ameliorating the condition of such minorities; but that to make any stringent positive provision would be inexpedient.

3056. Do you think that any other method of directly reaching this intolerance in small places exists?—At the present stage of the educational question I should depend much more on the general influence of public opinion than on any positive regulation affecting the public grants. I think that it would be exceedingly unwise, upon the subject of the admission of Dissenters into Church of England schools, to provoke a controversy like that which attended the vindication of the authority of laymen in the management of schools.

3057. (*Chairman.*) You have attended, I suppose, to the operation of the Factory Acts?—I have. My own schools contain a very considerable portion of half-time factory children in a part of the country where the migration from the most neglected portions of the moorland districts of Yorkshire and Lancashire has been so constant as to render the operation of the half-time system one of no ordinary difficulty in the management of a school. Yet I am convinced that the provisions of the Factories' Regulation Act, requiring the children to attend school from eight years of age to thirteen during three hours of each day, have been in every respect beneficial. They have even worked for the advantage of the school, inasmuch as the attendance of these children is more regular, and is prolonged through a greater term of years, unless the family migrate into a different district. Though the half-time system, when mixed with the attendance of scholars who are present during the whole day, necessarily affects the progress of those scholars injuriously, the advantages which I describe as arising from the regularity and the longer period of attendance on the school, compensate in a great degree for this injury to the school.

3058. Have you had any opportunity of considering whether three hours attendance at school is or is not enough for the education of a child?—I should not think it wise to send the children into the street, which would be the alternative of their not

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being at work during the other three hours of the day at which they are not at school. If it were a question simply between well-ordered labour, even in an industrial school, and attendance upon the intellectual lessons of the school, and if that could be conducted without any very great increase of expense, the question would be very simple; but when it is a question between the rude street of a semi-barbarous village, or the more deteriorating influences of the alleys of a town, and the attendance even for purely moral results upon the school, I cannot hesitate to say that it is much better that the children should be under the ordinary discipline of the school, if they are not under the discipline of the factory or field.

3059. Do you think that it would be advisable to require that the children who are at work in agricultural districts should, during the winter months, attend an evening school for a certain number of hours?—I think that it would be quite wise in the agricultural districts, during certain portions of the year, to require attendance for two hours in the day, either in the early morning, or in the evening.

3060. (*Mr. Miall.*) But how would you propose to enforce that requisition; somebody must, of course, see to it, that the requirement of the law is carried out?—Yes.

3061. What system of inspection could possibly extend over the rural districts to all employments?—There would obviously be a very great opportunity for evasion in the agricultural districts, but the register of the schoolmaster, faithfully kept by a certificated schoolmaster would afford information under a system of inspection, which, if not complete, would to a very large extent supply the defect to which you advert.

3062. (*Rev. W. Rogers.*) In the case of non-attendance would you send the rural police after the persons?—The only mode of enforcing the attendance of children is that if the provisions of the law were not observed for a given period, then the child should not be allowed to go to work, until the law had been for a certain time obeyed.

3063. (*Rev. W. C. Lake.*) But if you apply this half-time system first to the manufacturing and secondly to the agricultural districts, must you not go a step further and apply it to all children whatever, who are earning wages; why should you exempt little boys employed in shops?—I see no reason for doing so, except the difficulty of enforcing the law. First, it would not be difficult, step by step, to apply the half-time system in the mining districts and in the potteries, and in fact in all employments in which the children are congregated in workshops. The difficulties of enforcing such a system arise where the employment of the children is scattered over a wide surface, and where there is not a direct means of inspecting the workshop and enforcing the provisions of the law upon persons who pay large numbers.

3064. Would not there be an extreme difficulty in enforcing the provisions of the law, say, upon children employed by the middle classes; take the case of the Temple, would you send an inspector round to every lawyer's chamber?—I do not think that it would be possible to do so, but I do not think that it would be fair to argue against the extension of the half-time system that it is not applicable in all cases.

3065. (*Chairman.*) You would do as much good as you could?—Yes.

3066. What is the objection to extending the half-time system to the mining districts?—I know none.

3067. Would you extend it to the print works?—In the print works there are periods in which the demands upon the labour is so great, owing to the supply at certain seasons of the year, to meet the demands of fashion, that a continuous half-time system would probably be found impracticable.

3068. Is that the case now?—It is less so now, owing to the great power of machinery; but still the demands upon the print works are liable to great flushes of employment followed by periods of inactivity.

3069. Take lace works?—I am not sufficiently acquainted with them to give an opinion.

3070. Would there be any objection to requiring a certificate of knowledge before a child begins to work in a factory or in a mine?—I have no dependence whatsoever on a system founded upon a certificate of knowledge; it is a most fallacious system.

3071. (*Rev. W. Rogers.*) Are you at all acquainted with the coal mines?—Yes.

3072. With regard to the boys how would it answer there; you would be obliged to have two sets of boys?—Yes.

3073. And two sets of cottages, and a double arrangement altogether?—My impression is that boys are more employed in mines than they ought to be and at too early an age, just as women were employed instead of men until the law interfered. It is very desirable indeed to substitute the labour of young men for the labour of boys in mines, so as to provide for their education.

3074. (*Chairman.*) You have extensive experience as to mines, I believe?—Yes.

3075. Would you prefer in mines the half-time system, the factory system, or the print works system?—I should prefer for mines an alternate day, or an alternate week system, on account of the necessity of washing from head to foot before the children could be admitted into the school.

3076. (*Rev. W. Rogers.*) Would not that impose an enormous demand upon the mine proprietors having to find this additional labour?—Of course it would be a more costly labour, just as the labour of men was more costly than the labour of naked women in the mines, and I do not expect that the coal proprietors would voluntarily adopt the more costly labour for the labour of the children; but seeing that the children are from an extremely early age at present immured in the earth without education, the mining property can and ought to bear the greater cost of the labour.

3077. (*Chairman.*) Does the want of education among the mining population much increase the cost of obtaining coal?—I do not think that it does as a direct and immediate consequence.

3078. Not by the constant strikes and the limitation of earnings?—The condition of the mining population is, in a moral sense, exceedingly unsatisfactory as respects both their habits of sensuality and as respects one of the immediate consequences, the comparative turbulence and insubordination of the population, leading to strikes which are very injurious to trade. Of course the phenomenon is a very complex one and depends upon very many other causes than the ignorance of the workmen. Among other causes I should say that it depended on the exceeding injustice and harshness of the butty system, which is adopted in many parts of the mining districts; but among the sources of the extensive and injurious strikes which have occurred amongst the miners undoubtedly the ignorance and sensuality of the workmen are to be reckoned.

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3079. Are not the buttys generally uneducated men?—They are very uneducated men.

3080. Is it not very difficult to obtain an educated man for almost any mining purpose?—I should think that it was very difficult indeed.

3081. Therefore, even if the extension of the half-time system to colliery boys did occasion some immediate increase of expense, is it not probable that that increase of expense would be more than repaid by the better education of the mining population?—Undoubtedly; and I think that every speculation which is founded upon the mere subordination of an ignorant brutal population is a short-sighted one, though it may be attended with an immediate saving of wages.

3082. (*Rev. W. Rogers.*) Is there any great difference between the coal mines and the lead mines?—I am not sufficiently well acquainted with the lead mines to answer the question.

3083. We have a report upon a lead mining company which says: "The lead company holding in their dependence a population of above "10,000, require that every boy be sent to school from the age of "six to 12, and every girl from six to 14, if she remain so long under "the parental roof; the reason of the difference being that boys of "12 are available for the lead washing and may be supposed to have "gained as much literary instruction at 12 as the girls at 14, because "much of the girl's school time is occupied with needlework." Could that system be applied, do you think, to the coal mines?—I do not think that a full-time system could be introduced into coal mining, but a half-time system, either of alternate days or of alternate weeks, might be at a very early period introduced, and the cost of working the mine would not be so much increased as to be a reasonable obstacle to its adoption.

3084. (*Chairman.*) You distrust all certificates of proficiency?—Yes.

3085. But do you distrust certificates of attendance?—I think under the certificated masters the certificates of attendance are faithfully given.

3086. What is the earliest age at which a child ought to go to a colliery?—I do not think that a child should be employed below in a colliery before the age of ten.

3087. Might you not require that after a certain time no child should be employed below in a colliery, unless he had been for a certain number of days during the two previous years at school?—Certainly.

3088. What alteration do you think is necessary as to the quality of the half-time schools?—At present the Inspectors of factories and print-works have no power whatsoever of requiring that a certificate shall be granted by the master of an efficient school. They have no power, either by their own inspection or by that of the Queen's Inspectors, even to ascertain whether a school in which factory children are certified to be instructed is efficient. Where efficient schools exist, power should now be given to the Factory Inspector to require the attendance of the half-time children upon such school, provided they were allowed to be withdrawn from any matter of instruction to which their parents or guardians might object.

3089. Would you put it thus, that no master should be competent to give a certificate who was not certified by Her Majesty's Inspectors of schools to be qualified?—That might be a sufficient regulation, but perhaps it could not even now be quite universally enforced.

3090. Have you seen much of night-schools?—For some three years past, I have given attention to the question of night-schools. Owing to the migratory habits of the population, according to the last Report

of the Committee of Council, 60 per cent. of the children do not remain two years in the same school, and that 40 per cent. of the children do not remain one year. To this evil must be added the exceeding irregularity of the attendance, whilst they are remaining in the same district; and, further, the early age at which they are withdrawn. The results which would certainly otherwise be obtained in the existing schools are from these several causes still wanting. Hence the necessity of remedying the imperfection of these results by a system of instruction in night-schools, from the ordinary school age of 11 or 13, during adolescence, and up to manhood. In the manufacturing districts the night-schools which exist have, for the most part, the name of literary institutions, or mechanics' institutions, or mutual improvement societies, or some other similar name. They are generally schools separate from the day-schools. Occasionally there is a Church of England night-school, which collects the scholars of the national schools into one group; and occasionally there is a mechanics' institution in the same town, which collects the scholars of the dissenting schools into another group; but more frequently there is only one system of night-schools, under the name of a mechanics' or literary institution, which collects the scholars from all schools, whether of the Church or of dissenting communions, into a single group. Of late years these institutions have concentrated their attention on the improvement of their classes, as distinguished from courses of lectures, to which they were previously chiefly devoted; and now rather less than one per cent. of the population in East Lancashire and in the West Riding of Yorkshire is in course of instruction in the evening classes of these institutions, chiefly in the elements of reading, writing, arithmetic, geography, sometimes a little history, sometimes some instruction from the Scriptures, and sometimes individuals or small classes proceed into higher departments in knowledge.

3091. How are they supported?—The schools are supported, first, by weekly pence or quarterly payments made by the members of the classes; secondly, by subscriptions in aid of those funds, but to a very considerable extent by resources which are obtained by public meetings which are held at least annually, when a public tea drinking occurs, the materials for which are provided by the ladies of the vicinity. To this public entertainment, the whole body of the working classes is admitted at a small payment, and the profits amount often to 40*l.* or 50*l.*

3092. Do you propose any Government interference with the night-schools?—I cannot think that a system of public education will be complete in this country, seeing the very great extent to which the manufacturing system requires the labor of children and the very migratory habits of our population in the manufacturing and in all other districts at present, without a system of night-schools. We are now probably from all sources, from private subscriptions, from the pence of the children, and from the aid of the Government, paying about 2,000,000*l.* a year for the support of the existing system of day-schools. The results are, as I have said, at present unsatisfactory, and unless the system of day-schools even, though it may be considerably improved, be supplemented by a system of night-schools which shall take charge of the youth of the country from the ordinary school age up to maturity, some of the very best effects of the existing schools will be lost. I therefore do think that in one form or other it would be desirable that night schools should be fostered by the Government.

3093. (*Rev. W. C. Lake.*) Would you wish the Government to assist them in the form of direct aid, or in the form of supplying organization?—The Government have recently adopted a minute by which

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they promote the formation of night-schools in connexion with existing day-schools. The Government encourage the appointment of a probationary master, who assists the certificated master in the management of the day-school. They permit the certificated master to be withdrawn from the day-school during two afternoons of the week, on condition that he shall devote two of the evenings of the week with the probationary master to the instruction of a night-school; and in order to facilitate the adoption of this plan by the managers of the day-schools, they award a salary of 25*l.* towards the income of the probationary master. ' As respects the foundation of night-schools in connexion with existing day-schools, I think the minute well considered in its main features, and likely gradually to come into operation, especially in the semi-rural districts. My own strong impression is that it will be much more slowly adopted in the manufacturing districts where it will have to come into immediate rivalry with existing institutions which I have previously described, and with a social organization of a totally different character.

3094. I understood you to say that the existing institutions had altered their old plan of lecturing into a plan of teaching classes?—Certainly to a very great extent.

3095. So that as regards their plan of teaching they would be pretty much on the same system as the night-schools?—The institutions encounter great difficulties in getting efficient teachers. Hitherto they have availed themselves of the services, contrary to the regulations of the Government, of the certificated masters of the town or district by which they are surrounded. The Government have very wisely discouraged the certificated masters undertaking any other duties than the instruction of the day-school, and of their apprentices until they provided the aid of the probationary master. But notwithstanding the direct prohibition of the Government, the mechanics and literary institutions of the manufacturing districts have had little other resource than to apply to the certificated masters for aid in the instruction of their night-classes, and that aid has been to a very great extent rendered. They have likewise been aided by voluntary teachers, the clergy, professional men, and sometimes gentlemen connected with the manufactures have undertaken the charge of the night-classes; they have likewise had the aid of clerks and persons partially educated connected with the manufactories, and to the certificated masters and to the clerks of manufactories they have given some remuneration. It is quite obvious that these are merely temporary expedients, and that some more permanent organization is indispensable for these institutions. In East Lancashire, in order to provide a more permanent organization, about a dozen of the institutions have been grouped together into a union. A couple of very well instructed masters, who were previously teachers in the Chester diocesan training college, were appointed as itinerant masters to the district; they teach in these institutions on successive evenings. They likewise have under them assistant masters, one of whom is called a local teacher, whose studies they superintend, and another who is called a candidate teacher, and who holds the same relation to the organizing master and the local teacher, as the pupil teacher does to the ordinary teacher of a day-school. With this assistance, and with that of the voluntary teachers, the institutions in East Lancashire have very greatly improved.

3096. (*Mr. Miall.*) Without the direct aid of the Government?—Up to this time the Government have given an augmentation of salary to the masters, and 10*l.* a year to the local teacher as an assistant, in

the same way as they have done in the day-schools, but after November next that aid is to be withdrawn.

3097. Is it not the fact that the class of persons who usually avail themselves of evening-schools for education are precisely the class of persons who are most able to pay for their own education?—Undoubtedly so; the young men in the manufacturing districts are in the receipt of wages which would quite enable them to pay for their education, as a very large proportion of the parents in the manufacturing districts could probably pay for the whole education of their children. The question never presents itself to my mind as a simple question of ability, because it is quite clear that from the sum which is expended on beer, spirits, and tobacco, in England, the whole mass of the poorer classes of England might save from their own excesses more than would be required for the largest education rate which has ever been contemplated, but when you have to deal with a population which is ignorant, and which is to a very great extent brutalized by intemperance, the question cannot be one simply of pecuniary means, but of the disposition to employ those means well. This, at the early stages of the education of the country, involves complex questions, both as respects proprietors, the middle classes, and the poor, considering the degree of apathy which exists in relation to all moral expedients.

3098. In the case of the class whom we have under notice at the present time a considerable desire to be educated is pre-supposed?—Undoubtedly they exhibit a very laudable activity in this respect, that night after night and through the winter months, these young men come in certain rather creditable numbers to attend the evening-schools, and persevere to an extent in East Lancashire, for example, of 1,000 out of about 120,000 inhabitants and they pay on an average perhaps 2*d.* per week for their education; but my belief is that notwithstanding the many advantages which are held out to them of access to a library and to a news room, of the stimulus of prizes and exhibitions, and of occasional fêtes which occur in the institutions, if the payment were even now doubled it would disperse one half of the attendants upon the evening classes.

3099. Do you know whether any experiment has been made in that way?—Most persevering experiments have recently been made in the East Lancashire Union; it has been a subject of constant effort to raise the payments from the working men, and the conviction which has been arrived at by all those who have paid close attention to the subject throughout the East Lancashire Union is, that whatever our hopes may be in the course of years, any sudden increase of payment would simply drive the young men from the school.

3100. (*Chairman.*) What do they pay in general now?—Not more than 2*d.* a week.

3101. Not more than the children?—No.

3102. (*Mr. Miall.*) Are you acquainted with the Huddersfield school?—I am acquainted, generally speaking, with the features of the Huddersfield school.

3103. Do you know what the rate of payment is there?—The Huddersfield school has had a remarkable success, I believe very much owing to the exceeding zeal and earnestness of many of its promoters, who have made themselves missionaries in the workshops of the town, and have secured on the part of the working classes there a larger amount of enthusiasm in the promotion of the objects of the institution than in almost any other town in England. The payments there are higher; I think they amount to pretty nearly double what they do in

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almost any other town in England, but that is, as yet, unfortunately an exceptional phenomenon.

3104. (*Chairman.*) What is the precise form in which you would recommend that public assistance should be given to night-schools?—I think that where such a union can be formed as that which exists in East Lancashire, the measures which we have adopted there having now had a trial of three years, would cost the Government an exceedingly small sum, the whole charge to the Government of the expedients which we have adopted there has not exceeded 150*l.* a year for 1,000 pupils in the union, and the plan has been thoroughly effectual in greatly improving the institutions, and giving a greater stimulus to education there. My impression is that the payment of an augmentation of salary to the organizing masters, and of a small sum like 10*l.* a year towards the expense of the local master, and also towards the education of the candidate teacher, would be quite enough to promote the adoption of similar expedients in unions all over the manufacturing districts.

3105. (*Rev. W. Rogers.*) I think that the capitation fund is payable now to night-schools, is it not?—It is payable to night-schools connected with day-schools.

3106. Your night-schools are unconnected with day-schools?—They are, and I think that those gentlemen who have any knowledge of the manufacturing districts will understand that the evening schools, which I have been describing under the name of literary and mechanics' institutions and mutual improvement societies, are social institutions connected with the character of our manufacturing districts, which would not be supplied simply by the creation of night-schools in connexion with day-schools. They comprise a library, a news-room, frequent social meetings and other appliances, and group around them the friends of education connected with various denominations in one association, who would not otherwise assemble. I therefore do not think that the Government minute with respect to the connexion of night-schools with day-schools will ultimately displace the mechanics and literary institutions of the manufacturing districts. I expect that the night-schools when they are established will take boys from the age of 13 perhaps up to the age of 15 or 16, and that the mechanics' institutions will receive the young men from the age of 16 up to 20 or 21.

3107. (*Mr. Miall.*) Do you find that the aid granted by Government to the organization of night schools, which I understand you have adopted in Lancashire, small as it is, has elicited voluntary aid and an interest in the subject of night-schools?—There can be no doubt whatever of that, and no person connected with the union would hesitate for a moment in replying to that question in the affirmative. I do not believe that the first steps in the formation of the union could well have been taken without Government aid. That aid will in November have been continued for two years, I think.

3108. (*Rev. W. C. Lake.*) As a mere matter of money you do not think that the union could have been formed without Government aid?—As a matter of money and also of public recognition I do not say that the withdrawal of the Government aid will be fatal to the union, because I think that so much public spirit has already been elicited by the granting of the aid, that resources will be found probably in the future, but I do not think that we shall accomplish all which we should have been able to do if the Government aid had been continued to us.

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3109. There are two ways in which Government might aid the night-schools, either by supplying organization or by supplying money, or by both; it might be said that if they gave organization it would be enough. Do you think that the supply of money is also essential in the present state of the system?—The Government grant sufficient aid, I think, to the night-schools connected with day-schools. The organization of the East Lancashire Union was promoted by the augmentation grant to the masters, the payment of 10*l.* to the local teachers, and by the permission to purchase books, and by some grants of apparatus for the lectures of the organizing masters. That amount of aid as combined with such an organization was, I think, exceedingly useful and might be repeated in other districts, or the aid might be granted in the form of a small capitation grant with certain conditions as to its application. The amount thus granted is so exceedingly small, that it must be regarded rather as a stimulus and as a means of affording the Government an opportunity of rightly directing this education towards proper issues than as in itself absolutely necessary for the maintenance of the schools.

3110. (*Chairman.*) Have you anything to add to what you have already said as to the simplification of the administration of the department?—I think that I have very little indeed to add to that which I have already said, unless I had an opportunity of visiting the Privy Council office and of making myself well acquainted with the exact details of the administration at this period. My general impression upon reflection confirms what I said before, namely, that the period has now arrived when probably by the efforts of a permanent vice-president of the Committee of Council and an inspector-general of schools a very considerable part of the operations of the Committee of Council might be somewhat simplified.

3111. You would add to its present staff a permanent vice-president in addition to the parliamentary one, and an inspector-general?—Taking into consideration that I have been informed that one of the views which the Commission entertain is probably a considerable extension of the inspection, I cannot conceive that the present staff, without the aid of a permanent vice-president of the Committee of Council, and an inspector-general of schools, would be equal to all the duties entailed upon it.

3112. At present, of course, the greater part of the real business of the office falls altogether upon the secretary?—Necessarily.

3113. And you think that it would be better to have joined with him, not in performing the same duties, but in other portions of the duty, other permanent officers?—Certainly.

3114. You have paid much attention, I know, to the public charities?—During the time that I was in office as secretary to the Committee of Council on Education, my attention was necessarily drawn to the number of very small charities for educational purposes, which were inapplicable to the support of the schools aided by the public grants, and also to a number of other small charities in parishes distributed chiefly as doles for the relief of the poor, under either very general terms of bequest, or under terms more special, which it was the desire of intelligent men connected with those parishes to apply to purposes more strictly connected with education. The Government, at two successive periods, introduced into parliament two bills, chiefly relating to these small charities, and likewise to the regulation of charities with limited incomes, in which the trustees desired to have an improvement of their schemes, but were deterred by the great expenses of a suit in Chancery. The first of these bills was introduced into the House of

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Commons by Sir George Grey and the Chancellor of the Exchequer in 1841. The bill is so important, that I think it would be almost well to put it *in extenso* upon the minutes of the Commission, and, with your permission, I will read it: "And whereas many grants have been made " of land, houses, or tenements, and many gifts of money, for the pur- " poses of education, which purposes, either expressly declared by the " donors, or settled by long usage, have become difficult of perform- " ance from the insufficiency of the endowment, and as any applica- " tion to the Court of Chancery, or Court of Session, or other court, in " respect thereof, would be attended with great expense, it is desirable " to give certain facilities for rendering the same more efficient: be " it therefore enacted that where any lands, buildings, or tenements, " or heritages, or any money, stock in the public funds, or other " securities, not amounting in value to the annual sum of 30*l.*, shall " have been or shall be vested in any trustee or trustees for any " purpose of education, and the same shall be deemed to be inadequate " for effecting the purposes of the trust, it shall be lawful for the major " part, being not less than two-thirds of the trustees, to lay before Her " Majesty, her heirs and successors, in Council, subject to the provi- " sions hereinafter enacted, a scheme to apply, for ever or for any " limited time, the whole income of such property in aid of some " school in the same or the next adjoining parish or parishes whether " such school be permanently endowed, or be supported wholly or in " part by voluntary subscriptions, and with the consent of Her Majesty, " her heirs and successors, in Council, to determine and settle upon " what terms and conditions such aid shall be received, and such appli- " cation of the income of such property shall commence and take effect " at such time, or on such terms and conditions as Her Majesty, her " heirs and successors, in Council, shall direct: and during all such " time as such application shall take place, the original trusts vested " in such trustees shall cease to be in force: Provided that nothing " in this clause contained shall be construed to apply to any school sub- " ject to the provisions of the Act passed in the fourth year of the " reign of Her present Majesty, intituled, 'An Act for improving the " 'condition and extending the benefits of grammar schools.'" Then there was a second clause, "And be it enacted, that the major part of " the trustees of any land, or buildings, held upon or applied to any " such trust as last aforesaid, or where the actual trustees cannot be " ascertained, the major part of the persons, who, during the term of " ten years, shall have acted as the trustees thereof, where the annual " value of such land or building shall not exceed 100*l.*, shall be " empowered, with the consent of Her Majesty, her heirs, and suc- " cessors, in Council, to convert and apply the premises so held upon, " or applied to such trust as aforesaid, or any part thereof, to pur- " poses of education other than, or in addition to those expressed in the " instrument whereby the said trust shall be constituted, or which may " have been settled by long usage, in such manner, however, as that " the education and instruction of poor persons shall be promoted by " such conversion and new application; and when such trustees shall " require the advance of any sum of money for the repairing, altering, " or enlarging the premises used for the purposes of such trust, or for " the building of another school, upon any part of the land belonging " thereto, or otherwise for the permanent benefit of the trust, it shall " be lawful for the major part of such trustees with the like consent of " Her Majesty, her heirs and successors, in Council, to accept the grant " of such money upon any terms and conditions which the said major " part of the Trustees shall deem expedient, and which shall not be

" inconsistent with the general purport of their trust; and such terms " and conditions shall be and remain obligatory upon them and their " successors in the said trust, in like manner as if they had been con- " tained in the instrument whereby the trust was originally created; " provided that nothing in this clause contained shall be construed to " apply to any school subject to the provisions of the Act passed in the " fourth year of the reign of Her present Majesty, intituled 'An Act for " 'improving the condition and extending the benefits of grammar " 'schools.'" Then there follows a clause, "Provided, nevertheless, " that no schoolmaster or school-mistress who, by virtue of any such " trust shall be entitled to receive any stipend, salary, or sum, during " his or her life, or for any shorter period, shall be deprived thereof by " reason of anything herein-before enacted; provided also, that the " intention and objects of the founder of any school, or the donor of " any property applicable to such purposes as aforesaid, shall be pur- " sued as nearly as possible; and that it shall not be lawful for the " trustees of any funds, lands, houses, premises, or other property, to " apply, under the provisions of this act, any portion thereof in aid of " any school, or to convert and apply the same to the purposes of edu- " cation, in such a manner as that religious instruction at variance " with that to which the estate of such trustees shall be legally appli- " cable at the time when it is proposed to divert the same may be pro- " moted in consequence of such diversion, and new application of the " property." The first clause in this bill, to afford further facilities for the conveyance and endowment of sites of schools, related to trusts of charities not exceeding in annual value the sum of 30*l.*, which had become difficult of performance from the insufficiency of the endowment, and it enabled the Committee of Council to apply the income of such charities to a school in the same or the next adjoining parish or parishes, where that school was permanently endowed or supported wholly or in part by voluntary subscriptions. The object of that clause was to render certain funds, which were almost in complete disuse, or were applied to purposes, in consequence of the insufficiency of the endowment, inconsistent with the original intentions of the testator, to the promotion of the education of the poor. The second clause applied to charities not exceeding 100*l.* per annum, and was to operate upon an application from the major part of the trustees of the charity, in cases in which the objects of the testator having been originally the purposes of education the trustees desired to extend the benefits of the charity to persons not originally included in the trust, or to objects of education, as, for example, reading, writing, and the general purposes of elementary education, or some other limited trust. The last clause protected the schoolmaster or schoolmistress from being deprived of the stipend during his or her life, and enacted that the intentions and objects of the founder of the school should be as nearly as possible followed, and that the funds should not be applied under the provisions of the Act, to the purposes of education, in such a manner as that religious instruction, at variance with that to which the estate of the trustees was legally applicable at the time, should be promoted.

3115. Not at the time of foundation, I presume?—No, at the time of application.

3116. (*Rev. W. C. Lake.*) Then the object of the bill was to do, by considerably milder means, what the Oxford bill has since effected by more stringent procedure?—Very similar.

3117. (*Chairman.*) And it was coupled with restrictions which made is nearly nugatory?—I think not.

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3118. The master had a freehold office, although he might be a bad master?—But the Committee of Council would have had the opportunity of pensioning off the master by one of the provisions of the minutes of 1846.

3119. As you follow the intentions of the testator, you cannot make a grammar school an elementary school?—This bill does not apply to grammar schools; it is limited.

3120. Has it not been often found that an endowed school is not merely useless, but mischievous, because the master is irremovable if bad, and the existence of the endowed school prevents the creation of an unendowed one?—I have no doubt that such cases exist; but there are none of them within my own knowledge.

3121. Do you know anything of the general nature of trustees of schools in agricultural parishes?—I am not able to reply to that question.

3122. (*Rev. W. C. Lake.*) Have all the bills which have been proposed gone upon the principle of requiring an application from a certain proportion of the trustees of the charity?—The bill presented by Sir George Grey and the Chancellor of the Exchequer in 1841 did so, but the bill presented in 1843, prepared by Lord Cottenham, did not require an application from more than one trustee, and the Attorney General on behalf of the charity. I desire to present this Bill, in order that it may be printed *in extenso* with my evidence:—

Preamble.

WHEREAS there are many cases of endowed schools and other charitable trusts for purposes of education, which, from the lapse of time, change of circumstances, and other causes, have become and are in a great degree useless for those purposes, and in which the objects of the trust would be better attained by some alteration in the mode of administering the same: And whereas it is desirable that greater facilities should be granted for effecting such alteration, and for the better application of such trusts for the purposes of education: Be it therefore enacted by the Queen's most excellent Majesty, by and with the advice and consent of the Lords Spiritual and Temporal, and Commons, in this present Parliament assembled, and by the authority of the same,

I. *Her Majesty in Council to approve of Scheme for the better application of certain Charitable Trusts for purposes of Education.*—That in all cases in which any lands, tenements, hereditaments, stock in the public funds or other securities, sum or sums of money, or other property whatsoever, the annual value or income of which shall not exceed two hundred pounds, shall be held upon any charitable trusts for purposes of education, the particular object of which trusts cannot be fully and effectually attained, from there not being a sufficient number of persons capable and desirous of partaking of the benefit of such trusts, or from the inadequacy of such trust property, or from any other cause, it shall be lawful for Her Majesty's Attorney-General, and any trustee of such property, or other person in the possession or management thereof, or interested in the application thereof, to lay before Her Majesty in Council a scheme for the better administration and application of such trust property, whereby the general purposes, of education may be more effectually advanced; and such scheme may be adopted, modified, or altered in such manner as to Her Majesty in Council shall seem meet for the purposes aforesaid; and any scheme which shall be so ultimately approved by Her Majesty in Council may at any time afterwards, upon such application as aforesaid, be set aside or altered as to Her Majesty in Council shall seem meet, with a view to the more effectual advancement of the purposes aforesaid.

II. *Scheme, when approved, to regulate the Administration of the Trust.*—And be it enacted, that the provisions of any scheme so approved by Her Majesty in Council shall, so long as the same shall remain in force, be and be considered as the trusts upon which the trust property to which such

scheme relates is held, and the trustees or trustee thereof for the time being shall administer the same accordingly.

III. *Her Majesty in Council to approve of Scheme for the appointment of new Trustees in certain cases.*—And whereas there are many cases of charitable trusts for purposes of education, in which no power has been provided or exists of appointing new trustees or of keeping up the succession of trustees of the property comprised in such trust, and the necessary expense of applying to the Court of Chancery for these purposes is greatly injurious to and often destructive of the object of such charities: Be it enacted, that in all cases of charitable trusts for purposes of education, in which the annual value or income of the trust property shall not exceed two hundred pounds, and in which no power shall exist from the original gift or foundation, or from any other instrument or authority, of appointing new trustees or of keeping up the succession of trustees of the property comprised in such trusts, or in which any such power shall, from any cause, have become incapable of being exercised, it shall be lawful for Her Majesty's Attorney-General, and any trustee of such trust property, or other person in the possession or management thereof, or interested in the application thereof, to lay a scheme before Her Majesty in Council for appointing new trustees of such charity property, and for keeping up the succession of such trustees; and such scheme may be adopted, modified, or altered in such manner as to Her Majesty in Council shall seem meet; and any scheme which shall be so ultimately approved by Her Majesty in Council may, at any time afterwards, upon such applications as aforesaid, be set aside or altered as to Her Majesty in Council shall seem meet.

IV. *Scheme, when approved, to be binding on all parties, and the legal Estate to be vested in Trustees appointed in pursuance of it.*—And be it enacted, that the provisions of any scheme which may be so approved by Her Majesty in Council shall, whilst the same shall remain in force, be binding upon all parties, and shall be of the like force and effect as if the same had been inserted in the original gift, or formed part of the foundation of such trust; and the legal estate and interest of and in any lands, tenements, and hereditaments and other property comprised in such trust shall be and shall be considered for all purposes as vested in the trustees appointed in pursuance of the provisions of such scheme, as fully and effectually as if such legal estate and interest had been regularly conveyed and assigned to such trustees from the person or persons in whom the same was originally vested.

V. *No Municipal Corporation to be Trustee.*—Provided always, and be it enacted, that nothing herein contained shall be construed to authorize the appointment of any municipal corporation to be trustee of any such charity property as aforesaid.

3123. (*Chairman.*) In your time when you were secretary to the Committee of Council were the reports of the inspectors published *in extenso*?—They were; probably some of the reports were more diffuse and desultory than was desirable. But great delicacy was felt in the Committee at that time in interfering with the reports of the inspectors, inasmuch as the controversy with the Church of England and with the religious bodies, as to the mode of appointing the inspectors, had been so recent, and it was thought desirable to give inspectors a larger amount of discretion in the form of their report than would have been permitted if they had been officers appointed solely by the Government and without the power of withdrawal and sanction by the archbishops or by a religious body.

3124. You are aware that in the last minutes of Council the reports of the inspectors were exceedingly altered without any reference to them?—I am aware that a very considerable change was made in the form of reporting.

3125. I do not say in the form of reporting, but in the treatment of the reports, that the reports were printed exceedingly different from the reports which were sent in?—I think that it would have been a pre-

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ferable course to issue stringent regulations to the inspectors, which should be laid before Parliament, as to the matters upon which they were to report, and to require a strict adherence to those regulations, and by such means to prevent the continuance of a system of desultory reporting which undoubtedly had occurred. But I do attach very considerable importance to the dissemination of the reports of the inspectors through the country.

3126. Can a reporter write usefully if his report is to be altered without his knowledge?—Undoubtedly not. If it were found necessary, even after issuing such stringent regulations, to alter a report, I think that that ought to be done upon conference with the inspector.

3127. Do you think that the notice that the tabular reports will be no longer published unless the sale of them pays the expense is a wise one?—I think it an unwise attempt at economy, which will certainly to a very great extent prevent properly tabulated reports being circulated through the country.

3128. And you think their circulation useful?—Most useful, and also of the reports of the inspectors.

3129. In both cases, therefore, you would wish the previous course to be returned to?—With this modification, that I think that definite instructions should be issued to the inspectors as to the form in which their reports should be drawn.

The witness withdrew.

Adjourned to Thursday next, at 2 o'clock.

Thursday, 2nd February 1860.

PRESENT:

His Grace the DUKE OF NEWCASTLE.
The Right Hon. SIR JOHN COLERIDGE.
The Rev. WILLIAM CHARLES LAKE, M.A.
The Rev. WILLIAM ROGERS, M.A.
GOLDWIN SMITH, Esq., M.A.
NASSAU WILLIAM SENIOR, Esq., M.A.

HIS GRACE THE DUKE OF NEWCASTLE IN THE CHAIR.

E. C. Tufnell, Esq.

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EDWARD CARLETON TUFNELL, Esq., examined.

3130. (*Chairman.*) You are, I believe, inspector of workhouse and other schools under the Committee of Privy Council on Education?—Yes, for what is called the Metropolitan District; that is to say, the counties of Middlesex, Kent, Sussex, Surrey, and the immediate district north of London, including some parts of Hertfordshire, Buckinghamshire, and Essex.

3131. Do you inspect schools generally, or only workhouse and ragged schools?—Only workhouse and ragged schools, and what are called refuges, under a particular Minute of the Committee of Privy Council.

3132. How long have you inspected workhouse schools?—I have been inspector of them for twelve years; previously to that time I was as many years a Poor Law inspector, and in that capacity I continually inspected workhouse schools over the greater part of the south of England.

3133. Have you ever been conversant with the other parochial schools

established under the Committee of Privy Council so as to be able to compare their condition with that of the workhouse schools?—Yes. The workhouse schools, I should remark, consist of three descriptions of schools, one what are called district schools, which are formed from a combination of unions, those are by very far the best; secondly, other schools which are separated from the workhouses, which are the next best; and the third class, where the children are in the same workhouses with the adults, which are the worst of all, and some of them extremely bad.

3134. (*Mr. Senior.*) And that is a large majority, I suppose?—That is a large majority, except in London.

3135. (*Chairman.*) How many district schools are there within the limits in which you are inspector?—There are only six district schools in the whole of England, and three of those, which are the most important of all, are in my district; those three comprise the larger proportion of London.

3136. Can you state the largest number of unions combined in any one district?—A knowledge of the number of unions will give you no information whatever, because unions are of all sorts and sizes. I can tell you the population which furnishes the district schools, which would be some test; for instance, there is the Central London District School, of which the population by the last census was 189,076. The second school is called the North Surrey District School, which by the last census had a population of 216,714; and the third, which is called the South Metropolitan District School, has a population of 304,156.

3137. Still reverting to my last question, I should like to know for how many workhouse schools each of those district schools is the substitute?—The Central London District School is the substitute for five; the North Surrey District School is the substitute for six; and the South Metropolitan District School is also the substitute for six.

3138. All these three districts are very densely populated, I presume?—They are.

3139. So that the district school is not at any very great distance from the furthest point of the district?—No; some of the parishes in the case of some of the schools are at the extreme limit at which they can be by law, which is 15 miles; the diameter of the whole district must not exceed 15 miles. Some of the parishes are 14 miles from the school, which often does not happen to be in the centre of the district, and you are doubtless aware that the objection which was at first proposed to these district schools was that it would be impossible to send the children there. Practically we find no difficulty whatever, especially where there are railroads, but even in many cases we do not use the railroads. The district school sends an omnibus into London two or three times a week, which goes round to the workhouses, takes children from them, and removes children to them.

3140. What is the largest number of children in any one of these schools?—The largest number at present in any school is in the Central London District School, which has about 850; the South Metropolitan School has nearly as many.

3141. Are the whole of the 850 children lodged within the school?—Yes; but both of these schools are very far from full, as at the present time the pauper schools throughout the kingdom are lower than they have ever been known to be before, as a consequence of the general prosperity of the country, which always lowers the amount of pauperism and therefore the number of children. The North Surrey District School has about 700 children in it usually. Those three are by far the best schools in my district, and they give the sort of instruction

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which I believe it to be desirable to give to the whole pauper population if we could do so. I should add, however, that these district schools have still further diminished their numbers, beyond what may be due to the general prosperity of the country, by their excellent management, which has had the effect of providing with permanent employment many boys and girls, who in ordinary workhouse schools would continue paupers.

3142. What sort of instruction do you refer to, and what are its advantages?—These district schools are superior to others in the first place, because they are larger, and the larger a pauper school is, the better it is. I find that to be invariably the case for two or three reasons. One is that we can classify a great deal better; another is that where there are a large number of children, as we have to teach them industry as well as intellectual matters, we can introduce varieties of industry in a large school which we cannot possibly do in a small school. Small schools almost invariably try to bring up their children to be shoemakers or tailors, which, from experience, I know to be the very worst trades to which they can be brought up. The wages are extremely low, it leads to pauperism afterwards, and they are trades which are becoming rapidly interfered with by machinery every day; but the sort of industry which I have been stimulating them to introduce lately is such as could not be introduced into small schools at all, but which answers very much better. I will mention some of those descriptions of industry. For instance, there are steam-engines on these establishments; we always have perhaps eight or ten boys put under an engineer to be brought up as engineers, and they shortly learn to manage the steam-engine, and can go out earning 10*s.* or 12*s.* a week immediately. We also have carpenters; there is always enough to do for a carpenter in the establishment; he brings up some boys as carpenters. We train up sailors in some schools, for which purpose a ship is necessary, and that is a costly article.

3143. (*Mr. Senior.*) Do you want more than a mast?—Yes; we want a deck and sails and yards, and to teach the children to climb and to manage the ropes and sails; we want a seaman to instruct them; but you cannot get that in a small school, because, with the assistance of Government, which I think ought to be further extended in that matter, the getting of a ship from the dockyards and setting it up will cost 100*l.* at cost price, at which the Admiralty will allow the schools to get it. It is clear that a small school can never go to that expense. Then there is another species of industry which I have lately been enabled to induce the guardians to introduce, which is music,—musical instruction for the army. For that purpose it is requisite to buy brass instruments, which cost for a band of music 70*l.* or 80*l.*; and then it is necessary to employ a bandmaster to come twice a week to instruct the boys. Now it would be quite unjustifiable to go to these expenses in a small school. I mention especially that we could bring up sailors to a very large extent in the pauper schools if we had them large enough, and this seems to me a point of national importance. At the present time we have eight schools in London into which I have introduced music. I find that these schools can supply at least 200 musicians yearly to the army. They are at once taken off and enlisted for ten or twelve years, and I find that they have given great satisfaction, for these are the only schools in England which can supply trained musicians, except the Duke of York's school at Chelsea, and I believe the large pauper schools at Liverpool and Manchester, which equal in size our London District Schools. Those are some of the reasons why I prefer large schools. Another thing is, that you are justified in paying larger salaries when

you have a large number of children, and therefore you get a superior class of master, and consequently the salaries in all these district schools are higher than in any other schools in my district. Another advantage is the superiority of the administrative power in those schools. A parish or a union school is regulated by the guardians, who are chosen for a very different purpose, namely, to regulate the poor's rates, or very often to diminish the poor's rates, to cut off expenses. These guardians change very often every year, and it continually happens that just at the end of their year's term of office they have come to the conclusion that they ought to improve their school. They go out of office and new ones come in who know nothing about the subject whatever, and who generally wish to gain credit for economy, and cut down all that their predecessors have done. Thus sometimes unions will go on for years wishing to improve their schools and determining to do it, and then a new set of guardians comes in at the end of each year, and upsets all that the previous ones have done. In a district school it does not happen so, because the committee are chosen from each board. For instance, each board has to elect two or three individuals. The individuals so selected are naturally those who take most interest in schools. They get elected for the purpose, and you therefore get a much better board; and further than that, they are elected not for one year but for three years by the order of the Poor Law Board, and therefore in these district schools we very often get a permanent board who continue and manage the matter a great deal better than in the schools belonging to individual unions or parishes.

3144. (*Chairman.*) Is the system precisely the same in these district schools as it is in the parochial schools; that is to say, do you conduct the inspection through the instrumentality of pupil-teachers and so forth?—Yes, we do.

3145. There is no difference in that respect except in the extent and number of the persons employed?—No; they differ from other schools in the following respect, that other schools usually only attend to the intellectual instruction, while in these district schools we attend to the education, as I may call it, of the whole man; that is to say, the intellectual, moral, physical, and industrial, and there are means especially appropriated to all.

3145a. What especial means are used for imparting moral instruction different from the plan in ordinary schools?—As these are boarding schools, the whole conduct of the children both in and out of school, is continually supervised. I will mention one point to show the moral effect that may be produced by the agency in operation. The Rev. E. Rudge, the late Chaplain of the North Surrey District School, informed me that on the opening of the school, there was not a single child who ever thought of uttering a private prayer. In two years, he says, their habits in this respect were completely altered, and now they may be seen nightly before going into bed, kneeling at their bedsides in private prayer, and this I have witnessed myself.

3146. Then whilst you consider that there are great additional advantages in these district schools over the ordinary parochial schools, you do not consider that the instruction given is inferior in any one particular?—I think that we give superior instruction in most cases.

3147. Do you consider that there has hitherto been any practical evil in giving to the children of paupers so great an advantage over the children of the industrious labourer who has kept out of pauperism?—In my view the theory of giving instruction in these schools is to restrict it to such an amount as that the child when he goes into the world shall never be a pauper again. If we do not instruct these

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children at all they, as I know from other cases, turn into thieves, or paupers, or prostitutes; but I always want to bring them to the point in this instruction, that when they once get out in the world they shall have a trade and the power of supporting themselves, and never come to the parish again. I do not think that you can make that certain with less appliances than we have at present, though I have no doubt that in many of these schools we instruct the paupers to a higher extent than is done in ordinary schools; but it is almost impossible that we should not do it, for this reason, that in ordinary schools they get out at the age of ten or eleven, while we cannot get them out before they are fourteen, because they are most of them utterly friendless, orphans, and deserted, and therefore their instruction goes on to a much later period. If a pauper child were turned out of school at the age of 14, with no more intellectual and industrial knowledge than is usually obtained by a labourer's child when he leaves school, as he usually does at 12, or sooner, the chances are that such a child would become either a pauper or a criminal. It should be remembered, that this class of children are either utterly friendless, or what is worse, have such friends and relations whom it is better they should avoid. Hence the necessity, both as a measure of humanity and economy, of giving them such a moral and industrial education as shall enable them to earn an independent livelihood without that parental aid which an honest labourer's child can count upon.

3148. Admitting the great advantage to the pauper children themselves, does your experience lead you to think that the system has any evil moral effect upon those who are the nearest to the pauper class, and who have of course thereby a temptation offered to them to come within the pauper class so as to obtain for their children that advantage which you give to the paupers?—No; I do not believe that there is any foundation whatever for that apprehension; in fact I may say that I am quite certain there is not any foundation for it, because there are vast numbers of children running about London whom we should be very happy to have in the pauper schools, but who will not come because they dislike the discipline of them, and it is very rarely that the parent of a child in the lowest class has any idea of the prospective benefits of education.

3149. You think that the comparative freedom out of the district pauper school is more than an equivalent in the minds of the parents?—It is more than an equivalent in the minds of what are called the Arab population of London; we cannot get them into the pauper schools, though they have a right by law to enter them; they will not submit to the discipline, and if they are forcibly taken in they will run away.

3150. (*Mr. Senior.*) When the State takes possession of a man, he must be better fed and better lodged, and better warmed and better ventilated, than is usually the case in a cottage?—Certainly; every adult pauper is better fed, lodged, and clothed than a labourer is, but still the greater proportion of labourers would be very unwilling to go into the workhouse.

3151. (*Rev. W. C. Lake.*) You have spoken of giving some of the boys an education which fits them for skilled work on railways, have you not?—Engineers, and carpenters, and musicians, I said.

3152. Would not that place them at once above the children of ordinary poor parents?—There are very few things which we can bring the children up to, and it seems hard that when you have the means of doing it you should not do it; you must have, for instance, an engineer on the establishment, and it is useful to him to be assisted,

and it seems hard to deprive him of the few boys whom he can instruct, from any considerations of that sort. *E. C. Tufnell, Esq.* 2 Feb. 1860.

3153. But, speaking of the general run of pauper children, you would not think it at all desirable to give them an education which placed them above the children of poor parents?—No; if I could hit the exact point, I should wish just to go the length of preventing their ever becoming paupers again. In going to that point it is impossible not inadvertently to go beyond it; but it is exceedingly important not to fall below it, because a child perhaps becomes a burden to his parish, to the extent of 300*l.* or 400*l.* before he dies, if you do not instruct him at all, or he may become a thief, and may burden the country to ten times that sum before he dies; and I know from other sources that such is the effect on many of the children of this class who do not enter these schools, because I have inquired minutely into the condition of the children in Parkhurst Prison, and I find there that the proportion of orphan children and deserted children is exactly the same as we have in the workhouses.

3154. You think that giving them a good and careful education tends indirectly very largely to diminish pauperism?—Yes; and it is very economical to the country in that way.

3155. (*Mr. Senior.*) Therefore a district school, whatever it may cost, is an actual saving of expense?—A very great saving of expense, I believe. I believe that the pauperism of London in the last few years has been very much diminished by the effect of these district schools. It is perfectly well established, that pauperism has a tendency to run in families, adult paupers rearing pauper children, and thus the vice of dependence on the rates becomes hereditary. The good education given in these district schools absolutely stops this hereditary pauperism, and I have no doubt, also diminishes crime, by educating the children out of their vicious propensities. It is well known, that the larger proportion of criminals have been orphans early in life, and yet the orphan class is precisely that which turn out best in district schools. Thus if you do not educate them they become thieves and paupers; if you do, they become well conducted productive workpeople.

3156. (*Rev. W. C. Lake.*) And, conversely, the bad state of the ordinary workhouse schools you think, perhaps, causes a great increase of expense, and tends to increase pauperism?—Certainly; I have no doubt about it.

3157. (*Mr. G. Smith.*) What are the moral results of education in district pauper schools, as compared with the moral results of education in upper class schools?—I have peculiar means of finding out what are the results in district schools, because it is the duty of the chaplains to visit the children after they go into service, which furnishes a test which perhaps you cannot apply to any other schools anywhere to the same extent. From such a source as that, and from another which I have got by always endeavouring to impress upon the masters the importance of teaching the children the art of writing letters, and then that they should write to their teachers, and sometimes to me, when they are in service, to state how they get on; from these sources I know that the number of failures in these schools are not, on the average, more than 2 or 3 per cent., and I believe that if you test the number of failures in the highest class schools, even those frequented by the Peerage, you will find a greater proportion of failures in life than from the children of the district schools. I can mention one fact connected with that. When the Poor Law was first founded, some investigation was made into the education of the pauper children of London, and it was found then that the majority of the children

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turned out failures, that is to say, that more than 50 per cent. of them were failures. They became either thieves or prostitutes, or paupers, or something of that sort. By district schools we have reduced that proportion to 2 or 3 per cent. instead of 50 or 60.

3158. (*Mr. Senior.*) Do you know anything of the Marylebone Workhouse School?—That is a parish which has always objected to all interference of the Government, eithes of the Privy Council or of the Poor Law Board, and, therefore, I personally know very little about it; from other sources I know that it has been extremely badly managed.

3159. I have been told that almost all the girls proceeding from the Marylebone Workhouse School turn out prostitutes?—From good authority I have heard the same thing.

3160. (*Rev. W. Rogers.*) Is that school in the house?—Yes, it is in the workhouse. I should add that the guardians are, at the present time, building schools out of London, by which they hope to remedy that evil.

3161. (*Mr. Senior.*) What is the proportion of girls from the district schools who become prostitutes?—Very few indeed. Last year, from the North Surrey School, I think there was one girl who the chaplain thought had fallen, but he was not quite certain; and from the South Metropolitan School there was one, I think. That is one out of about 200.

3162. (*Chairman.*) Over what period?—In the South Metropolitan District School during the year 1858, 81 boys and 102 girls have been sent out to service; of these only four have been known to lose their places from misconduct. In the next year 237 children were put out to service, and one girl of those was known to have fallen.

3163. (*Sir J. Coleridge.*) When you use the term fallen, you mean becoming a prostitute?—Yes.

3164. (*Chairman.*) Speaking generally, do you find the class of children in these district schools less easily managed or more viciously disposed than those who frequent the ordinary national schools?—When they first come into the school they are very viciously disposed; in fact, on the opening of a district school we have almost invariably had a riot and great destruction of property. After a time they get under proper control, and then all the new comers who are as vicious as the first portion will soon fall into the moral tone of the school, and there is no trouble afterwards; but in opening a district school the labour and anxiety are extremely great for the first six months. In the North Surrey District School we had a riot, they broke 100*l.* worth of property in the first month. In the Manchester School, which is something similar, they tried to set fire to it, I think more than once, and it has generally happened that there has been a riot on opening the school. At the present time I should as soon expect a riot in any district school as amongst a flock of sheep.

3165. (*Rev. W. C. Lake.*) How are the schools governed? what is the committee of management?—From each of the unions which are combined by order of the Poor Law Board to form a district school, a certain number of persons are selected by vote together with the chairman and vice-chairman of each union. It is according to the size of the union, and the number selected are settled by the Poor Law Board.

3166. There is a special clause in the Act?—Yes; for instance, in the South Metropolitan School, Bermondsey will elect three members; Camberwell, two; and Greenwich, five; according to the population.

3167. (*Rev. W. Rogers.*) It is a committee of the guardians, in fact?—Yes.

3168. (*Sir J. Coleridge.*) Are they selected from the guardians?—Not necessarily. They may select them from any persons they please who are rated up to the point which is settled by the Poor Law Board. *E. C. Tufnell, Esq.* 2 Feb. 1860.

3169. It is not, strictly speaking, a committee of the guardians?—No.

3170. (*Rev. W. C. Lake.*) I think you said that committees so selected were very much better than those usually having the management of workhouse schools?—Yes, because they are selected for educational purposes; and consequently, if there happens to be a man on the board who it is known takes particular interest in the matter, he naturally tries to get elected, and perhaps is so.

3171. Do they continue their post after their term of guardianship has ceased?—It is open to the Poor Law Board, who have the power of ordering them to be elected for three years, and who have exercised the power to that extent. In one district school I think they are only elected for one year; and I think that that is a mistake. I think that they should always be elected for three years. They are elected in the South Metropolitan and the Central London district schools for three years.

3172. (*Chairman.*) What is the amount of salary which you pay the head master of one of these schools?—In the Central London school the salary of the head master is 140*l.*, besides board and lodging. He, however, has a higher salary than in any other school, and it was on a particular ground. He has been there a great many years, and when he was appointed, normal schools were not in being, or had not turned out masters in sufficient numbers to enable us to get one, and we were obliged to pay high in order to get a first-rate man, which is very important in such schools. At the present time we can get equally efficient persons at a lower rate, because the normal schools are turning out first-rate masters all over the kingdom. We pay now 90*l.* or 100*l.* for a head master, and that is quite sufficient to secure the highest educational talent which the normal schools turn out every year.

3173. Do all the head masters of district schools come from normal schools?—No. In the Central London school the master does not come from a normal school, but the others do, and all the inferior masters also.

3174. Do they receive higher salaries than they would receive from the ordinary parochial schools?—Yes, very much higher on the average, because we give board and lodging to the whole of them.

3175. At what rate, generally speaking, are the masters of the common workhouse schools paid?—They are paid according to the examination which they undergo before the inspectors.

3176. Who fixes the payment of the master of a workhouse school?—It is fixed according to a scheme drawn up some years ago between the Privy Council and the Poor Law Board.

3177. (*Mr. Senior.*) No portion of the salary of the workhouse schoolmaster, or of the district schoolmaster, is paid from the rates?—None whatever, except board and lodging; the Privy Council pay it entirely.

3178. (*Chairman.*) Then you would not consider I presume, that the inferiority of the workhouse schools is at all to be attributed to the class of master which you obtain at that school?—The best schoolmasters will not go into the small schools, because the salary is necessarily somewhat lower; and a good master likes to have a large field for the exertion of his powers.

3179. So far as the salary of the master may be an ingredient in the

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inferiority of a workhouse school, is not the remedy of that evil within the power of the Committee of Privy Council and of the Poor Law Board?—Not without an extravagant expenditure of the public money. I might give 100*l.* a year to a master to educate any one of the schools in the county of Sussex, for instance, and probably there are not more than 30 boys in any school; but I should consider it a most extravagant waste of money to give it. But the main difficulty in these small workhouse schools does not arise from the want of efficient teachers. In many of them the intellectual instruction is as good as can be desired, but the industrial is generally deficient, and above all the presence of adult paupers under the same roof, leads to moral contamination, which forms the generally irremediable cause of the inferior results of a workhouse education.

3180. (*Mr. Senior.*) What is the relation between the teacher in a workhouse school and the master of the workhouse—that is to say, the superior officer who has the care of the workhouse?—The governor of the workhouse is the superior officer, and one of the difficulties with which we have constantly to contend in workhouses is the quarrelling between those two masters; and that is one of the reasons why good schoolmasters will not enter workhouses, because they are very often submitted to a treatment and degradation from the governors of workhouses, who know nothing of education, and are not required to know it in their department; so that we can very rarely keep a good master in a workhouse school. He will not stay. Nothing is more common than quarrels between the governor of a workhouse and the teacher.

3181. (*Chairman.*) Will you state what you believe to be the primary causes of the bad condition of workhouse schools?—It is the contamination which results from the children living under the same roof with the adult paupers. Every one who has had much experience in poor laws (and I have had as much as in schools) must know that a pauper rarely enters a workhouse except from some defect of character. The parents of all workhouse children are generally of the very lowest class; and one of the great advantages in district schools is separating the children entirely from all their friends and acquaintances, and their parents. It may appear hard to the children to do so, but all experience shows that in that class of life the best thing for a child is to separate him entirely from all his relations; and when a child on being dismissed from school into the world, has fallen into vice or dishonesty, I have found on investigating such cases, which I have done in numerous instances, that the cause has been, in nine cases out of ten, owing to the interference of a parent. It is the universal experience of the managers of these schools, that the orphan children always turn out the best.

3182. Would you then advocate the abolition of all workhouse schools throughout the country, and the concentration of the inhabitants of a certain number of unions in a district school?—It would be immensely advantageous to the children themselves and to the country if it could be done, but there are some difficulties in the way which would make me unwilling to have any compulsory law to do it universally at present.

3183. Will you state what are the principal difficulties?—The principal difficulties are the large size of some of the unions, and consequently the distance to which the children would have to be sent in some parts of the country. That does not apply to all parts of the country, for instance, the whole of Lincolnshire might be united into two district schools, because it so happens that there is not a work-

house in the whole county which is not close to a railroad (the county is intersected with railroads); that is the case also in the manufacturing districts, but other counties are so arranged that it would be very difficult to include the children in any district school, and there would be a violent opposition to it from the guardians, though I am sure that it would be advantageous if it could be done.

3184. Will you state what is your practice with reference to a child once admitted into one of these district schools? A child, we will say, enters the workhouse with his parents. When those parents leave the workhouse, does the child still remain in the district school for a given time, or does he leave the school and return to his parents?—He is sent to his parents immediately, unless there are some peculiar circumstances in the parents' case which justify the guardians in keeping the child while the parents are allowed to go free.

3185. Do you not find that that greatly interferes with the discipline and management of the district schools, the children being constantly fluctuating?—Yes, it does. It is a difficulty in all schools, but it is a difficulty less felt, I believe, at district schools than at any others, because more than 60 per cent. of the children are orphans or deserted, and they remain in the school from infancy till the age of 14, and consequently there is always enough to form an efficient classification. There are a great many changes of children, which always interfere undoubtedly with the efficiency of the school. That is an evil which you cannot avoid in that or in any other school of any description.

3186. Are you enabled to state what is the average continuance in school of the remaining 40 per cent.?—I have a return here of 136 children, who entered one school, which is similar to a district school, belonging to the parish of Stepney, a very well managed school. Of those children, 52 remained under six months, 21 over six months and under 12, 17 over one year and under two, and 46 two years and upwards. I think that I ought to unite the last two numbers and say over one year 63, because those remained in school a sufficient time not to interfere with its discipline.

3187. (*Mr. Senior.*) Is that larger or smaller than the usual proportion in ordinary schools in town districts? Do the 40 per cent. who remain on the average, remain a longer or a shorter period than is usual in national schools in towns?—I should think that it was very much the same. In towns, in London especially, I know that there is a very great change in national schools owing to the parents changing their residences so frequently.

3188. (*Chairman.*) Out of what funds have the three district schools with which you are conversant been built?—Parochial funds entirely, Government paying nothing towards them.

3189. Has that been by the agreement of the parishes or by any instigation from the Poor Law Board?—The Poor Law Board would have no power to compel them.

3190. But, practically, has the scheme been initiated by the Poor Law Board, or by the parishes?—Practically, the scheme has been initiated by the Poor Law Board.

3191. (*Mr. Senior.*) Six district schools have been formed?—Yes.

3192. During how many years has the power existed?—The Act is the 7th and 8th of Victoria, 1844.

3193. (*Chairman.*) You have stated that you would consider it very desirable that the system of district pauper schools should be extended throughout the country, but you have further stated that you should be adverse to a compulsory system, can you give the Commission any

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suggestion as to what means could be adopted for furthering the system without having recourse to compulsion by legislation?—I think that if the Government were to offer to pay a portion of the expenses of building the schools it might stimulate them to a considerable extent, and in large cities like London, I think that we might use the compulsory power because we have already got two-thirds of London in what are called district schools or what are equivalent to them. The main difficulty of getting unions to unite is the jealousy which one union always has of its neighbour.

3194. I presume that the institution of a district school enables you to dispense entirely with the workhouse school?—Yes.

3195. Do you consider that, taking the interest upon the capital expended on a district school, there is any very heavy charge to the parishes?—Yes; there is no saving immediately, the saving is always ultimate.

3196. Then you consider that eventually a district school is an economy to the unions which comprise it?—Decidedly eventually, but not immediately.

3197. (*Sir J. Coleridge.*) The present ratepayers are pecuniarily damnified?—Yes.

3198. (*Mr. Senior.*) It is also an economy to the public in general?—A very great economy.

3199. It stops a large creation of thieves?—Yes. I think that it is the most thorough penny-wise and pound-foolish policy to object to district schools on account of the expense to the public, because the ultimate advantage to the country is so enormous.

3200. The Poor Law Commissioners had absolute power to turn parishes into unions, without the consent of the parishes?—Yes.

3201. How many unions do you think would have been made if that power had not been given?—I think that we should hardly have got one union in England.

3202. Therefore, if unions were required to form districts, it would be merely an extension of the principle by which parishes have been required to form unions?—Yes.

3203. (*Sir J. Coleridge.*) As the effect, reverting to your last answer to me, would be to throw the expense upon the present ratepayers, whereas the benefit is to be prospective and lasting, might it not be an inducement if the Government were to offer to lend the money upon favourable terms, secured upon the rates?—They can get it upon tolerably favourable terms now, because the security of the rates is very good.

3204. But are they empowered to mortgage the rates?—Yes, for 20 years.

3205. For the purpose of building district schools?—Yes.

3206. (*Rev. W. C. Lake.*) Then you seem to think that the only real obstacle to forming district schools is the distance which the children would have to be sent?—That is the only real obstacle in the agricultural districts; but that is no obstacle in London or in very populous districts, and ought not to be considered in such districts.

3207. Then you think that district schools ought to be formed everywhere except where that obstacle exists?—Yes.

3208. (*Sir J. Coleridge.*) And that evil is not merely bringing the children to the school at first, but as they change often it would be a continuing evil?—Yes.

3209. And when a pauper child was dismissed it might be some 50 or 60 miles from its home?—It might be.

3210. (*Mr. Senior.*) Supposing that district schools were formed for

orphans and deserted children, the distance would be no inconvenience?—No, it would not.

3211. The great obstacles are the mutual jealousy of the parishes and the immediate outlay?—Yes.

3212. The jealousy of the parishes could be overcome only by giving the Poor Law Board power to create district school unions *in invitum*?—Yes.

3213. The immediate outlay might be diminished if the system on which the Government proceeds in paying the salaries of the masters were extended to creating the buildings?—Yes; but I should observe, that the jealousy is a much more powerful obstacle than the outlay, because many of the parishes in London have gone to an enormous expense in building schools, the greater part of which might have been saved had they united. At the very present moment three of the parishes have built large district schools in the eastern part of London at an average expense of not less than 20,000*l.* each school. I am perfectly satisfied that 35,000*l.* would have been quite sufficient to build a school for all those three parishes, because the schools are none of them full now, and they have had to buy land for each, and to make all the arrangements for three establishments where one would have been quite sufficient.

3214. (*Rev. W. Rogers.*) There is also the difficulty of the carriage of the children; that would be a third difficulty?—That is not a difficulty in London. I was talking of the jealousy with respect to London; that consideration affects the country, but in London it is no real difficulty.

3215. (*Mr. Senior.*) The difficulty of space belongs only to the thinly-peopled agricultural districts?—Yes.

3216. (*Mr. G. Smith.*) How is it as to the other agricultural districts?—Where there were railroads there would not be any material difficulty; where there were not there would.

3217. (*Mr. Senior.*) The whole of the manufacturing districts are intersected with railroads?—Yes; there would be no difficulty in the manufacturing districts.

3218. The greater part of the agricultural districts are without them?—Yes. They are not usually sufficient to meet the difficulty in question, but the chief towns, near which the workhouses are generally built, are becoming rapidly connected by branch railroads, and hence the difficulty yearly diminishes.

3219. (*Rev. W. C. Lake.*) To how many parts of England would that difficulty of space apply?—It would apply to many of the agricultural counties; it would not apply so much to Lincolnshire or to Norfolk.

3220. But to all the others?—It would apply to most of the others. I am not personally well acquainted with them, because neither of them is in my district; but I do not think that in Sussex, for instance, it would be very easy to make a district school; and many of these thinly-peopled districts would have very few children to send.

3221. What would you do then in the agricultural districts if that difficulty applies to all?—We must go on as well as we can with the present system. At the present time there are 21 unions in Sussex, those 21 unions, when I last visited them, had 734 children in them. Sussex is so situated, it being a long and narrow county, that you could not have less than two district schools in it, consequently each of those district schools would have 370 children in it, supposing that all the children that I found in the workhouses were there; but that could not be so, because some come in for so short a period that they could not go, and therefore those two district schools would probably

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not have above 200 in each, which is a very small number, and the guardians would probably make a great opposition to having a school built for such a small number of children.

3222. (*Mr. Senior.*) But the orphan and deserted children, who, generally speaking, remain for five or six years, might be sent?—Yes.

3223. You might have a single district school for the whole of Sussex confined to those portions of the children?—Yes.

3224. (*Rev. W. Rogers.*) With regard to the others it is not so important, because they are only in for a time, and they must mix with their parents?—It is not so important, for with those children who are in only for a short time you can do them neither good nor harm by keeping them in the workhouses, and those who are in for a short time are generally about 30 per cent. of the whole.

3225. (*Rev. W. C. Lake.*) Besides the evil of the children mixing with their parents, are they not very often submitted to very improper persons even for purposes of teaching?—They used to be, but not so much at present since the Privy Council have had the certificating of all workhouse teachers.

3226. With regard to persons who have to teach the infants, of what class are they?—There are very few workhouses large enough to have a separate infant school, and consequently they are mostly put under the female teacher, who is an examined and certificated person.

3227. Are not these infants or nearly infants very much in contact with all sorts of improper persons?—Yes, and they are very badly instructed, because they are infants, and they are a great nuisance to the other children. It is extremely difficult for a woman to teach 50 children of all ages, from the age of 3 to 14, which the female teachers are often obliged to do.

3228. In your large school I suppose you have both male and female teachers?—Yes, and the infants separated.

3229. Do you combine the teaching of male and female children?—No; in no district school is there any combination of sexes, except in the infant school, of course.

3230. (*Mr. G. Smith.*) Is there any mode of preserving the better children from the contamination of young vagrants who go in with impure minds?—In these district schools there is very little contamination, because the general tone of the school is so good that those who come in with immoral tendencies soon fall into the regular moral tone of the whole; they get found out and punished and brought into order, and they are materially benefited by it. If you were to have a school simply of orphans and deserted children, you would undoubtedly have better schools than you have now, you could push them to a much higher point; but then you have to consider that the other children who were not orphans and deserted would be materially injured by the separation, because they would not have so good a multitude to associate with.

3231. You regard as necessary the entire separation of the children from their parents—?Yes, I think that that is of the utmost importance in this class of life.

3232. Does not that entail great evils of itself?—There is nothing equal to the order of nature that the mother should take care of her children and assist them in life, but in this class the mothers almost invariably are of the most disreputable character, and therefore they try all in their power to lead their children wrong.

3233. But can it be hoped that the children will ever feel anything like the influence of affection under a system by which they are entirely separated from their parents?—No, they must be inferior in that

point to the children of the better educated classes, I have no doubt, but there is no help for it; you cannot make a thoroughly demoralized adult person have a proper feeling with regard to his children.

3234. There is no help for it, but we must limit our hopes and expectations by what is to be attained in those schools?—Yes.

3235. (*Rev. W. C. Lake.*) Practically, are not the children removed but for a very short time from their parents?—Their parents are allowed to see them at stated times, and whenever the children are seriously ill, the parents would be informed of it, and allowed to visit them.

3236. Taking the average duration in these schools, I suppose the children are not for a considerable period of their childhood taken away by them from their parents?—Their parents would be allowed to go and visit them when they asked permission on any particular occasion. But the class of pauper children who have parents are rarely permanent inmates of the schools. They are constantly leaving and returning with their parents, and are great interruptions to the regular progress of the other children.

3237. (*Mr. Senior.*) What do you think is the proportion of the two classes, those who are permanently in the workhouse and those who are changing?—About 30 per cent. of the children will be constantly changing.

3238. The question refers to the adults?—I cannot say. That varies very much according to the pauperism of the district and according to the way in which they have been managed. The paupers will always come into the house in greater numbers throughout the winter till the end of the second week in February; then they will go out of the house, and the numbers will diminish gradually till the second week in September, which will be the lowest point, and then they will increase again.

3239. You say that 60 per cent. are orphans and deserted children?—Yes.

3240. And you find that they almost invariably turn out well?—Yes, they are by far the best of all the children in the establishment.

3241. Do you think that they turn out as well as the children of independent labourers?—Yes; I should say quite as well, and perhaps better.

3242. So that the loss of parental affection does not appear to do them injury in subsequent life?—No.

3243. (*Rev. W. Rogers.*) It is very difficult to prove that?—It is difficult to prove that; but I know from inquiries which I have made that there is a very small proportion of the orphan children who ever go wrong, and I know that when a child has gone wrong after having got into a place, in most cases I have been able to trace his fall to his parent getting hold of him.

3244. (*Rev. W. C. Lake.*) Is there much industrial training in the district schools?—Yes, it is an essential part of their education to be trained industrially. They are only kept in school three hours a day; they have only half the amount of intellectual education which is given at the national schools.

3245. Do you find any fault with the mode and amount of industrial training given at the common workhouse schools?—Yes; they mostly bring them up as shoemakers and tailors, which I think an extremely objectionable employment.

3246. Have they not a tendency also to exaggerate the importance of industrial education, and to prolong the time given to it?—In some cases they will over work the children, and not give them the eighteen

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hours a week which, according to the regulations of the Poor Law Board, they are bound to impart to the children.

3247. I think you said that you considered the relations in which the schoolmaster stood with the governing body in the district schools far more satisfactory than in the common workhouse schools?—Yes; the governing body is superior from the mode of election.

3248. Do the quarrels which are said to occur frequently in common workhouse schools between the schoolmaster and the governor occur also within your knowledge in the district schools?—Yes, they do to a certain extent, but not to so great an extent, because the governor of the district school is not selected simply because he is a good disciplinarian and can keep adult paupers in order, but because he can perhaps keep the accounts properly, or perhaps knows a little of education, and he may be without those qualities which are considered essential in a workhouse master. A workhouse master is generally a retired serjeant, that is the case with the best of them.

3249. Is there any reason why the chaplain should not be the governor of a district school?—No. I should like very much to see the chaplain the governor of a district school, and I have often suggested it; but boards of guardians will never hear of it. My reason for that is, because it is so very desirable to have a gentleman at the head, and very often the schoolmaster does quarrel with the superintendent.

3250. (*Rev. W. Rogers.*) Has not the governor to attend to all the details of food and things of that sort, which it would be very hard to impose upon the chaplain?—It would be very easy to give the chaplain a clerk to do all the mechanical work, and to make the chaplain the moral superintendent of the whole. There is a chaplain in every one of these district schools, and he is an officer of the greatest possible use.

3251. What position does he occupy as regards the governor; is he under the governor?—It is a position which is hardly well defined, and they sometimes disagree. I should say that the chaplain is always a gentleman of much higher education than the governor, being usually an Oxford or Cambridge graduate.

3252. (*Mr. Senior.*) At what age are girls sent out to service from the workhouse schools?—At about the age of 14.

3253. When they are out of place what becomes of them?—They cannot be received back into the school after the age of 16; but in this country no girl who conducts herself well has any business to be out of place, for the demand for female servants is very much above the supply everywhere in England.

3254. Is it not the fact that girls sent out of workhouse schools do often lose their places?—Yes, they do.

3255. And then what happens to them?—They are very apt to become prostitutes. I believe from the district schools they do not so often lose their places, because they are of a higher character, and they get into better places.

3256. Still when a girl sent out from a workhouse school, or from a district school, is out of place, as, for instance, when her mistress dies, the only place to which she can go back is the workhouse?—Certainly, if she lose her place suddenly, which can rarely happen. But I repeat, that a well-conducted servant girl need never be out of place in England. There are always respectable families ready to engage female servants with good characters, and our colonies are always making demands on England for female servants. I know no school that has got a credit for turning out good female servants that is not

constantly overwhelmed with far more applications for such servants that it can supply.

3257. But if she enters the workhouse she is mixed with the adult paupers?—Yes; if she once gets there her ruin is almost inevitable, if she gets mixed with the adult paupers of the workhouse.

3258. Adverting to the girls from the Marylebone workhouse, of whom you have spoken, do you suppose that they have become prostitutes; that is to say, that they have gone upon the town?—I cannot say. I do not know it from personal inquiry.

3259. Do you think that it would be possible to send children from the union to the national school? In some parts of the country it is done, and it answers in some cases, but it is liable to several objections. A village school is not an industrial school, and hence the workhouse children, by attending it, are deprived of what ought to be an essential part of their education—industrial training.

3260. They must return and sleep in the workhouse?—Yes.

3261. Therefore I should think that it could not be so good as the workhouse school itself?—No.

3262. (*Rev. W. C. Lake.*) Do you think it desirable to confine the district school to the children of paupers, or do you think that there might be a mixture of other children?—It would be rather advantageous to mix other children if you could, but then the expense of keeping a district school is very great; a child cannot be kept in a district school generally under 12*l.* a year.

3263. (*Mr. G. Smith.*) Does the presence of pauper children repel other children from the school?—No. Now and then I have heard an objection in parish schools to allowing the pauper children to go there, and in some cases they have been turned out, I think very unjustly, from the parish school, because the parents of the children have declared that they would not have the pauper children there. In the very school where that happened I know that the pauper children were as well conducted as the other children, and got on even quicker.

3264. It is not generally the case that there is that objection?—No.

3265. (*Rev. W. C. Lake.*) Take the case of a district school which is working very well, and where the pauper children are to a great extent reformed, there would probably not be the same objection?—One does not know to what extent prejudice may go; there ought not to be. I do not believe that there are any schools in the kingdom which are better for that class of children than the district schools.

3266. (*Mr. Senior.*) Have you turned your attention to the education of the children of out-door paupers?—They never come under my cognizance at all; nor have I any means personally of inquiring into them.

3267. In general, I suppose we may take it that they are uneducated?—In a great measure they are uneducated. I do not see why they should continue so.

3268. What means can you suggest for their education?—I think that it would be perfectly justifiable for the guardians to make the reception of relief a reason for sending the child of any out-door pauper to the school. In the Act of Parliament called Denison's Act, there is a clause which unfortunately prevents them making that a condition to the receipt of relief, which I think a most objectionable clause, and one which ought to be repealed.

3269. It was inserted by the Poor Law Commissioners, I believe?—I do not know. I think that a great advantage would follow by simply repealing that clause in Denison's Act, which prevents the guardians making education a condition of receiving relief.

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3270. Would you make it imperative upon the guardians?—Eventually I would, perhaps; at first I would not.

3271. The first clause in that Act is that the guardians "may, if "they deem proper, grant relief for the purpose of enabling any poor "person lawfully relieved out of the workhouse, to provide education "for any child of such person between the ages of four and 16 in any "school to be approved of by the said guardians for such time and "under such conditions as the said guardians shall see fit." Supposing you were to substitute, for the words "may, if they deem proper, "grant relief," the words, "shall grant relief," it would become imperative?—Yes; in some parts of the country it might be difficult to make it imperative, because it depends in some degree upon there being schools near enough to the paupers for them to send their children, which there are not always.

3272. That might be met by a discretion in the Poor Law Board?—Yes. It must be a school willing to receive them.

3273. But I suppose that you would generally find a school willing to receive them, would you not?—In most cases there would be.

3274. (*Mr. G. Smith.*) Have you had an opportunity of observing the action of benevolent associations, such as Roman Catholic sisterhoods, in giving a more affectionate kind of education to poor children than is given in workhouse schools?—I know that in the ragged schools there are many such persons who are animated by a sort of religious feeling to devote their time to the education of poor children.

3275. Do you think that the characters of the children are better formed by them than by the ordinary workhouse masters and mistresses?—Yes, they are; but those persons are very rarely intellectually well qualified.

3276. (*Mr. Senior.*) Do you know anything of the children's homes?—Yes.

3277. What sort of institutions are they?—You allude to refuges, I presume.

3278. No; I mean the homes for workhouse children; the refuges, I believe, are for criminal children?—I know some of them, and they will do a great deal of good if they take the children out of the workhouses and put them in the homes. I presume that by a home you mean a small school set up by benevolent people to educate workhouse children, of which several have been established in different parts of the country; they do good wherever they are established, and especially where they take the children out of the workhouses; but, as a general national system, it would be quite impracticable to have any such system.

3279. Are there any legal difficulties in the way of the creation of a home?—No; the Privy Council have the power of certifying these homes, and, when they are so certified, the guardians can send there any number of children they please, paying a certain amount.

3280. (*Rev. W. C. Lake.*) Are they not a kind of ragged school for pauper children?—No, they are not that; they are rather a sort of workhouse school independent of the workhouse.

3281. (*Mr. Senior.*) Will you describe Mrs. Way's school?—That is a school of about 15 children situated at Brockham in Surrey, a long distance from any workhouse. She takes girls out of the workhouse and brings them up as servants; and she has a matron over the school who undertakes the whole management of the children, assisted by the village schoolmistress for intellectual instruction, and I have no doubt that by those means she can bring up children to be better conducted servants than any workhouse, or, perhaps, any district school can. But

there are several conditions requisite to make such schools answer, which render it quite impossible to make them general. When those conditions are all fulfilled a result is obtained superior in many points, as respects girls especially, to what can ever follow the training in large establishments. Those conditions are, first, that the numbers shall not exceed one or two dozen, one dozen being better than two, that the school shall be superintended by a matron, or a man and wife, who shall be capable of teaching all appropriate industry as well as intellectual matters, and who shall eat, talk, and live with them from morning till night; who shall be continually superintending all their manners and habits, and be solely animated by that unselfish conscientious regard for the welfare of the children which we do not often meet with in England, but which we do meet with in such persons as Christian brothers, sisters of mercy, convent ladies, and that description of persons, who have resorted to teaching, not from lucre but from a devotional spirit.

3282. (*Rev. W. C. Lake.*) In speaking of this kind of institutions, including ragged schools, did you say that they gave a much better education, but that their teachers were generally not intellectually well qualified?—In such a school as this the industrial and moral education would probably be superior to that in any other school; the intellectual I have generally found to be deficient.

3283. But in spite of that deficiency you seemed to think that the whole result was a very much superior education in these schools?—Taking education in its widest sense it would be so, but it is very difficult to get all these conditions fulfilled, for unless you get such a head as I have mentioned the school will fail; and again, it must be superintended by a ladies committee, or at least one or two benevolent ladies who are animated by the same Christian spirit as the matron whom they have got, and who are willing to devote their time to it.

3284. Taking a general view of that class of institutions, including ragged schools, would you say that in spite of these drawbacks they have been successful or not. I refer to all schools which come under the head of charitable and religious schools?—All the schools which are boarding schools, and have only 12 or 15 children, may educate those children in a superior way to that done in any other school; but it would be quite impossible to make that system general; you could not get the superintending committees and you could not get the teachers.

3285. Limiting my question to the ragged schools, what is your opinion of their moral success?—The Government assist ragged schools by a minute which has been almost inoperative.

3286. (*Mr. Senior.*) Do you know anything of the Homes at Norwich?—They have been described to me, and I know them from reputation.

3287. They are larger than the Homes which you have been describing?—Yes; but if you get these schools to any large size you in general decrease the moral superintendence over them. It has been found so all over the continent, I believe, as here, that for criminal children it is absolutely essential to have what you may call the family system, that is, that you shall not mass them in large quantities; it is the same system applied to pauper children as they apply to criminal children on the continent, and as has been done here, namely, the family system, and doubtless by that plan you may get a superior moral education to what you can in any other way, but the expense is very considerable, and you can make the schools good enough without going to that large expense of having these small homes scattered over the country.

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3288. (*Rev. W. Rogers.*) Of course these Homes only depend upon voluntary contributions; you would not get Homes established out of the rates would you?—The guardians have a power of paying for children in these Homes, but I do not think that they have sent more than one or two anywhere. By the Industrial Schools Act the guardians have the power of sending the children out of the workhouses to these homes.

3289. It is not a sort of thing which is likely to work as a general system?—No; I think there is no chance of its working as a general system, but I should be glad to see certified schools established with the object of taking the children out of workhouses in thinly peopled country unions, where the difficulty of combining unions for district schools is very great.

3290. (*Mr. Senior.*) It is now a part of your duties to inspect ragged schools, is it not?—Yes; under the minute which was passed by the Government on 31st December 1857.

3291. (*Rev. W. C. Lake.*) Two or three classes of schools are sometimes mixed together. In speaking of ragged schools, how do you describe a ragged school?—The ragged schools, I should say, are assisted by the Government, according to a minute passed by the Committee of Privy Council in 1857. That minute has had almost no effect, and I have visited very few ragged schools under it. It has had no effect, mainly on this ground, one of the clauses in it states that both scholastic and industrial instruction must be given in the schools. Now very many of these ragged schools in London give no industrial instruction, and the children who come there do not want it. A great proportion of them are night schools. They are filled with children who go about during the day time, and are engaged in hard work, and they want to get a little intellectual instruction, and they come for a couple of hours in the evening, and do not want to work with their hands again. The consequence is, that that clause cuts the ragged schools out from the minute of the Government.

3292. (*Mr. Senior.*) Can you tell us to supply what want the ragged schools were introduced?—There are a great number of children about London who do not go into either the national schools or pauper schools, and I believe that ragged schools are of great utility in getting hold of those children, and giving them some instruction, though of a very limited character indeed.

3293. Will you define a ragged school?—The ragged schools are mostly schools in which the children are so dirty and so poor that they cannot pay at the national schools, and would not be received in them from the want of decent clothing; they are generally running about the streets throughout the day, and come into these schools as much for warmth and comfort as for instruction.

3294. The first requisite of a ragged school, I suppose, is that no pence are received?—No, it must be free; and, secondly, that the children must be of the abandoned class; they must be or ought to be a class of children not respectable enough for national schools.

3295. Whose parents are either unable or unwilling to pay for an education in other schools?—Yes. I know that the ragged school union have always been very desirous of excluding from their schools all children who might attend national schools.

3296. (*Rev. W. C. Lake.*) Do not they very generally come from the class of parents who are not so much unable as unwilling; in fact dissipated parents?—Some do, and those I am informed are the very worst children that they get; children of parents who will not pay.

3297. Does not the allowing this style of children to creep in act

badly both upon the parents and also upon the general character of the school?—No; these children will get no education at all unless they get in there, and it is of advantage to the community that they should be educated even in the small degree which they may get by attending a ragged school.

3298. But if you educate for nothing the child of one dissipated person, do you not thereby tell a number of other dissipated persons that if they refuse to pay their children shall be educated also?—Parents, in general, are not very unwilling to pay for the education of their children, and they would especially prefer paying to send them to a respectable school to sending them to a ragged school.

3299. (*Mr. Senior.*) Does a dissipated parent care about education?—No; I expect that a dissipated parent generally does not care the least about it.

3300. Such children are the children of parents who are utterly indifferent to the education of their children?—Yes, certainly.

3301. (*Rev. W. Rogers.*) Can you suggest any plan by which these ragged children can be brought into the national schools?—Very often the effect of these ragged schools is to assist the national schools, by bringing the children up to the point at which they are afterwards transferred to the national schools.

3302. To the paying point?—Yes, such a case as this happens; a labourer gets out of work and into poverty, and is unable to pay his fees to the national school; then his children sometimes go to the ragged school. It is, therefore, so far advantageous.

3303. (*Rev. W. C. Lake.*) Is it not found that the attendance of the children of dissipated parents at ragged schools is extremely irregular?—Very irregular, indeed; it depends upon the weather more than anything else; a very cold day will bring them in in double or treble the quantity that a mild day will. A fire in the neighbourhood will empty the whole school; and various causes of that sort operate.

3304. In fact, both parents and children are utterly indifferent to keeping the rules of the school?—Yes.

3305. Do you think that that is a desirable style of school?—No, the amount of result is extremely low; I have examined many of those children, and certainly they get very little, and they are assisted now to a very small extent by the Government.

3306. (*Mr. Senior.*) To what extent?—The majority of the London schools not at all; if they come under this minute, we give them 5*s.* for every scholar.

3307. Then there must be industrial education?—There must be industrial education; we assist that industrial education by paying for one-third of all the raw materials which they buy to employ the children on, and we should also pay half the rental of the school, and 5*s.* a head for the scholars in it; but the result is that we assist very few of the ragged schools.

3308. Do you think that it would be advisable to give more assistance?—I think that in a different way we might assist them. I think that we might assist them materially by paying for results rather than by any direct inspection of these schools. I may mention a fact which occurred in my knowledge some time ago. About six years ago a motion was made in the House of Commons by Lord Ashley that 1,500*l.* should be given to the ragged schools to assist in emigration. It was passed against the wish of the Government, who did not know precisely how to expend it, and they desired me to select the children from the ragged schools who were to be assisted to emigrate. I accordingly visited a great many of the ragged schools, and I found out what they

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could do in the way of examination. I then drew up a scheme of examination, and I said that any one who passed that scheme of examination should be allowed to emigrate to Australia; it was a very low test, but it was the utmost they could pass. The test was this, that they should be able to read decently in the Scripture, that they should be able to cast sums in addition of money, that they should be able to write a few simple sentences from dictation, and that they should be able to say the Commandments and the Lord's Prayer. When I first set up that test there were very few who could pass it, and a great many of them came before me and were plucked; they went back and studied extremely hard, and came again a month or two afterwards and passed. It had an effect upon almost all the ragged schools round London; they all tried to bring up their scholars to the point to pass my test, and I believe that it had a very material effect, and that that 1,500*l.* did more good than had ever been done before by the Government to the ragged schools. The result was that 150 children were sent to Australia.

3309. (*Rev. W. C. Lake.*) Till that extraordinary stimulus was supplied your opinion is that the ragged schools in point of education had produced almost nothing?—The education which is given in them is very low indeed.

3310. We have the following statement in evidence: "I have been "unable to discover any case in which a boy or girl allowed to live in "the scene of profligacy has been permanently improved by attendance "on a ragged day school;" does your experience very much contradict that statement?—I think that that statement is rather exaggerated.

3311. Is your experience strong with regard to the number of children who have been permanently improved from their attendance on a ragged school?—Yes. I know for instance that a great number of those 150 children who, through the examination to which I have alluded, were sent to the colonies, turned out exceedingly well in the colonies.

3312. But they went under the temporary excitement of the extraordinary stimulus which you have just described?—Yes; but they got to an amount of learning which, small though it may have been, was certainly far better than complete ignorance, and which every ragged school ought to arrive at.

3313. But they would not be a fair specimen of the general knowledge obtained in ragged schools, inasmuch as they obtained their knowledge from quite a different set of motives?—No, perhaps not. But I see no difficulty in applying the same motives to all ragged schools. If, for instance, the Privy Council were to give 3,000*l.* a year to the London ragged schools, to be competed for under the same conditions as in the case I have alluded to. That would be paying for results, and would give a great stimulus to these schools at a small expense. The Ragged School Union, who have all the ragged schools in London under them, yearly give prizes of 5*s.* or 10*s.* to those who keep their places a certain time. I know that at this present moment they have more than 1,000 applicants for those prizes; these are children who have been educated in ragged schools, and have got out to places, and every year they have a public meeting to give prizes to these children. I think that is a proof that the ragged schools do some good.

3314. Do they find a great number of successful candidates?—Yes, a vast number; they have to fill up a certain form, and at the present time they have more than 1,000 applicants for these prizes.

3315. (*Rev. W. Rogers.*) It is not an educational test which entitles them to the prize, but merely keeping their situation? The conditions

on which the Ragged School Union give the prizes, are, that the candidate shall have been in the same place at least 12 months; shall be between 12 and 17 years of age; must have attended a ragged school at least six months previous to entering the situation, and bring a certificate of good conduct from his or her employer. The test is not educational, but it may in a certain degree be called moral, as its chief object is to correct the roving propensities that are found to be the great bar to improvement and advancement in this class of children. I should state that the ragged school supporters in general are unwilling to have any Government interference, because the children are mostly instructed, not by paid teachers, but by persons who are animated by an earnest desire for the improvement of the children, and who know very often very little themselves, but who make up by their superior moral status and force of character for want of intellectual acquirement. In the whole number of the ragged schools in London there were, according to the last return, 2,668 of these unpaid teachers, and only 369 paid.

3316. (*Mr. Senior.*) What was the number of children?—About 25,000. These teachers are extremely good ones in many cases, because they are something like Sisters of Mercy or Christian Brothers in their zeal and devotion; often devoting two hours daily in the evening to teaching gratuitously these poor children, after a hard day's work in a shop or counting house. They would be quite unprepared to stand an examination, and in fact a highly accomplished person is not required to teach in ragged schools. A certified master does not do; they have them sometimes, and they are not equal to some of these unpaid teachers. The promoters of these ragged schools are afraid of Government interference, because they say that if an inspector were to go there as he does to a workhouse school and examine the teachers, they would resign directly, but they would not object to such a test of results as I mentioned just now, and I think that the money of the Government might be very much better applied in giving them a stimulus by offering some prizes, such as 10*l.* each for emigration, to all the schools in London, and then making them compete for it; because the result of the examination which I put came to this. I suppose that ten times the amount of children exerted themselves beyond what they would have done, for the sake of getting the prize which was held up before them. Almost all the schools in London sent competitors; it was a competitive examination in fact.

3317. How would you advise that ragged schools should be dealt with; would you increase or diminish the Government assistance, or would you change the regulations, or how would you legislate respecting them?—The ragged school promoters in London are, generally speaking, very unwilling that there should be any direct Government interference with their teaching; but they would not object to some interference and a testing of results, which would give them a great stimulus.

3318. You would give a capitation grant, I suppose?—It might do in that way; that is to say, a capitation grant to all who could pass a certain amount of examination.

3319. Do you think that there would be any practical difficulty in testing results by inspection?—Almost the only instance with which I am personally acquainted is that to which I have already alluded; there was no difficulty there whatever.

3320. How long would it take an inspector to test the education of an ordinary national school of 300 children; supposing he tested the result by each child, would it take five minutes a child?—If you were

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to test the result by each child you could not do it in less than ten minutes each child.

3321. Supposing, for instance, that there were substituted for the present grants a simple capitation grant depending upon results, how long would it take to ascertain that each child entitled the school to a capitation grant?—A school of 300 children would not present more than 40 or 50 for the capitation grant; if it was conducted on paper it might very well be done in a day, supposing there were children of the age of 12.

3322. But supposing that the capitation grant were given for each child of the 300 who rose to a certain point, would it take ten minutes a child?—It would take you ten minutes a child if you had to go to every class and find out what each child could do.

3323. Which I presume would be the only fair way?—If you are to examine the whole school, and required to give an opinion on each individual child, it would be the only fair way. But no inspectorial power could possibly get through such an amount of work. When I spoke of testing results, I did not mean to suggest the possibility of testing the results with respect to a whole school, but only a limited number, who, as in the instance I have quoted, should come up to a point that would diminish the examiners to a seventh or an eighth of the whole.

3324. With regard to mistresses, do you not find considerable difficulty in general in getting fit mistresses for national schools?—There is a great deficiency.

3325. What training colleges are there for mistresses?—There are 20 in England.

3326. Which is the larger number, the mistresses or the masters, who have been trained?—The number of masters considerably; a number of the mistresses who are trained very often leave the profession after a time.

3327. What institutions are there for training the mistresses of infant schools?—There is only one training institution in England which especially devotes itself to preparing infant school mistresses, and it does it extremely well.

3328. That is the Home and Colonial School, is it not?—Yes.

3329. How many can they supply in a year?—Last year they supplied 33.

3330. What do you suppose to be the demand?—I should think that if there were 600 they could be got rid of, because whatever school there is in a parish there ought to be an infant school, if the children are to be properly educated.

3331. Therefore the number of training institutions for mistresses of infant schools ought to be increased?—Certainly.

3332. Is any special training necessary for the mistress of an infant school?—Yes.

3333. Different from that which is required for the mistress of an ordinary school?—Yes; there are only two institutions in Great Britain for training infant school mistresses, one at Glasgow, the Free Church Normal School, and the other the Home and Colonial School, both of which train infant mistresses in a very superior way.

3334. (*Rev. W. C. Lake.*) If the early education of children is to be very much developed beyond what it has been hitherto, I suppose that it will be essential to pay more distinct attention to the training of infant school mistresses?—Undoubtedly; the infant school mistresses are more essential almost than any other teachers, because they begin at the age of two, and can go on till the age of six, and when a child is sent into

a juvenile school at the age of six or seven, with all the instruction which he gets in an infant school, he will get on infinitely quicker, and learn more in a given time.

3335. I suppose, throughout the country, practically, the want of infant school mistresses is supplied by the kind of semi-parental care which the dames bestow upon the children entrusted to them?—Yes; and in many cases it is supplied by putting the infants with the girls, to the great detriment both of the infants and of the girls.

3336. Have you a low opinion of the half care and half training supplied by dame schools?—No. I think that they do a great deal of good, but that they give a degree of attention very much inferior to that which may be paid to the children by a regularly trained schoolmistress. They are better than nothing at all, and that is all I can say of them.

3337. How would you meet this difficulty: in a great number of parishes they could not afford to have an infant schoolmistress and a mistress for children of greater age; it must be a person who unites a certain degree of qualification for each office?—Yes. The Home and Colonial School train mistresses especially for parishes which have 100 children of all sizes, boys, girls, and infants, and they intend that they shall have a separate room for the infants, and that they shall have two pupil-teachers.

3338. Do they give these mistresses for mixed schools a special portion of their education, which is to qualify them for teaching infants?—Yes, they have special instruction to qualify them for teaching infants.

3339. (*Mr. Senior.*) But they supply very few?—Very few.

3340. (*Rev. W. C. Lake.*) You think that that special education is equally essential with the other?—Yes, I do.

3341. (*Mr. Senior.*) Have you turned your attention to the means of supplying education to the poor districts, that is to say, to the thinly peopled and poor agricultural districts, where the owners or occupiers contribute but little or nothing?—Yes. I have given some consideration to the point, and there are two or three ways in which it might be done. One mode is that of having itinerating masters—one master for two schools—and then working the schools half time, so as to allow the children to go to work half the day and to be in school half the day, or to work a whole day and to be in school a whole day, alternately. There is another plan, which I have been the means of introducing in some cases, and which I was led to rather accidentally, which is this: persons whom I have known, who have lived in small country parishes, have often applied to me, who have been very much connected with schools, to know what they are to do for a schoolmaster, when they have about 30 or 40 little children, and the salary is so low that no certificated master would ever come for it, and no man who could make his bread in any ordinary way would undertake the management of the school. Some years ago, in a workhouse, I met with a boy who was thoroughly deformed, and having paid a good deal of attention to the school, and being on familiar terms with him, he wrote to me, asking what was to become of him. He said to me in a letter, "You see, "sir, that I never can gain my living by the work of my hands, for I "am so deformed; and my only prospect is, to remain in a workhouse "for life. Can you assist me in any way?" I thought of the small country schools to which I have been alluding, and by putting these two difficulties together both were solved. I accordingly told him to try to improve himself to the utmost, to teach every day in the school, and that then, if he made himself a good teacher, I would get him a place

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in a country school. He followed my advice closely. He every day was teaching in the workhouse school, and after a certain time I sent him into the country, where he gave more satisfaction, they told me, than any master they had ever had. They said that in fact they had never had a decent master before. His salary was under 30*l.* a year, which no master from a training school, nor even any man who could work well with his hands, would have taken. He was perfectly well satisfied with it, and has continued now for several years teaching in the school, and had actually, when I last heard of him, saved 100*l.* in the savings bank. Since that time, when I have met with a good pauper school, and a youth who I saw would have no prospect of earning his living by the labour of his hands, I have recommended him to turn his attention to the art of teaching; and then, if a small country school requires a schoolmaster, I recommend him to it. I have got out several in that way, and in every case they have answered extremely well. They know that their only hope is in conducting themselves properly, and that they are not likely, owing to their deformities, to get better situations than they have there. And it has answered in every case extremely well. The clergymen to whom I have sent schoolmasters of that description tell me that they have never been so well satisfied with any schoolmaster before, and that they now wish never to have any other than a deformed one.

3342. That applies to places in which there are already schools?—It applies to all places where the teachers' salaries are very low.

3343. Suppose a parish of 15 or 16 miles long and five or six miles broad, with a very scattered population and no school, how would you deal with such a place as that?—I know no means, except taxing the landlord in some way. There is always the land, and there are always persons there who have money, who ought to expend it for the good of the population. Therefore, to say that the district is poor is very little to the purpose, if there is land in the district.

3344. (*Rev. W. C. Lake.*) But you could not reach them, supposing them to be unwilling, by any means except a rate?—No.

3345. You think that that is the only possible way of touching poor and apathetic districts?—Yes. I think it is because the present Privy Council system only assists those districts which assist themselves.

3346. I suppose that in such cases as we have been speaking of, namely, districts which are at once poor and apathetic, it is perfectly impossible to extend the present Privy Council system?—Quite impossible.

3347. (*Mr. Senior.*) What proportion do you suppose of the population of England inhabit districts of that sort?—I am quite incapable of giving an answer to that question.

3348. Three-fourths of the population of England inhabit towns; then there remains one-fourth for the country?—Then probably it is less than one-eighth of the country in which such a destitution exists.

3349. (*Rev. W. C. Lake.*) As regards the country that may be the case, but there are a considerable number of districts of this destitute and apathetic character in London itself, are there not?—Yes, there are.

3350. Can you suggest any means by which they could be touched?—None, except by rating them.

3351. You think that the case is hopeless, except by rating them?—Yes.

3352. (*Mr. Senior.*) What districts do you refer to; will you mention any?—In the eastern parts of London there are very poor districts.

3353. There are very poor districts in the eastern parts of London, where there are excellent schools?—Where you get an energetic clergyman or other inhabitant, who will devote much time and attention in getting up a school, and advertise and hold meetings and publish addresses, and agitate in every possible way, you may get a school founded in almost any district of England; but such energetic persons are rare.

3354. (*Rev. W. C. Lake.*) Sir John Pakington gives in his speech an instance of four parishes, with an aggregate population of 138,900, which had received only 12*l.* assistance from the Privy Council, while four others, with a population of 50,000, in another part of London, had received 3,998*l.*; can you suggest any way by which such an immense inequality in the distribution of public funds can be met, except by a rate?—No; I see no other way. Such a result as you have mentioned in your question is a natural result of the Privy Council system of assisting those who assist themselves, and of course it must leave such anomalies in many parts of the country.

3355. The natural result which you speak of is that it assists those who comparatively are in little want of assistance, and leaves unassisted those who cannot do without assistance?—Yes; but still it very much improves education, even with the richest, because it is a great advantage even in the richest parts, though they comparatively want it less than the poorer parts.

3356. But it leaves unsupplied the claims of the poorer parts?—It does.

3357. (*Mr. Senior.*) The only remedy which you can suggest is a rate?—Yes.

3358. Assessed by whom?—A certain proportion might be paid from the poor's rate.

3359. It would then be imposed by the overseers?—Yes. I would not have it especially as an education rate, but a certain proportion might be paid out of the poor's rate.

3360. Would you then require the boards of guardians to create schools, and pay for them out of the rates?—I should be very unwilling, in general, to give the boards of guardians such power.

3361. Then I come back to the practical question; Who would make the rate for the purpose of education, the rate, at present, being made by the overseers for the general relief of the poor. Suppose that Denison's Act was made imperative?—That might do something for the out-door paupers, and materially decrease that class of ignorant children whose parents are on the rates.

3362. (*Mr. G. Smith.*) Would it not be very liable to evasion or mere colorable performance?—It would not do to have such an administrative body as the board of guardians. I do not think that they are a body fitted to be entrusted with the education of the poor. It is extremely difficult to decide what local body would be fitted for it. I have no doubt that whatever system is introduced the two principles ought to be observed of a local administration and a central authority; you could not allow the schools to be entirely under the local authority, without some central supervision.

3363. Can you imagine any central supervision sufficiently searching to ensure a *bonâ fide* carrying out of the clause in Denison's Act if it were made imperative?—After a series of years it might be done; it would be a matter of very slow operation, because where there is the most ignorance, in general there is the least disposition to remove it; but as you gradually remove it, the difficulties in the way of improving

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education are diminished, as I find with the guardians in the district schools; when they see the children get on so well in the world they become favourable to them. I should observe that the rates in many cases are made by the overseers for several purposes besides the relief of the poor. They are made in London for the police, the sewers, the county rate, &c. In such extensive agricultural districts as have been mentioned, 15 miles long, and 5 or 6 broad, the sum to come out of the poor-rate for the building and maintenance of, say two schools, would not be large. The schools might cost 800*l.* each, of which the Privy Council would pay half, and about 25*l.* a year, with the pence of the children, would be sufficient for the maintenance of each school. Such an addition to the poor-rate would be quite imperceptible, and as it would tend to diminish pauperism, would be, in my opinion, justifiable. The difficulty in these thinly peopled districts appears to me to be not in providing the school, and paying the teacher, but in providing the local board and getting the scattered children to attend.

3364. (*Mr. Senior.*) You have been describing the want of fit mistresses; do you suppose that that extends as much to schools in the middling and higher classes?—Yes. I have no doubt it does, because in the pauper schools I have continually to examine mistresses who have come from the higher schools, and who sometimes have been governesses in superior families. Though my examination is very slight and I do not ask any other questions sometimes excepting in the Bible and in arithmetic, their knowledge is so surprisingly small that they could not pass as good an examination as a pupil-teacher in the second year; frequently they cannot spell; frequently they know nothing of the Bible, and they are utterly ignorant of every principle of arithmetic. Sometimes I ask them what they do know, and then I find that it is a little crochêt-work, and a little playing on the piano, a little French, and a little Italian, and a little of accomplishments of that sort, and these women have often been governesses in superior families, and very often in private schools.

3365. Have you found in general that the masters or mistresses who have been dismissed for misconduct from workhouse schools have found it easy to obtain situations in private schools?—Yes, I have sometimes been the means of dismissing a master from a school, sometimes from gross ignorance, and sometimes from gross immorality, and in some cases I have been curious to find out what has become of them. In almost every case I have found that they have become ushers in gentlemen's schools; they are too bad for pauper schools; they cannot enter any pauper school in the kingdom because the Poor Law Board tabboo them, but they have gone into gentlemen's schools. In one case I had to turn a pupil-teacher out of a school in his fourth year for gross insubordination; he got to be teacher of a large middle school near London with 60 or 70 tradesmen's children, and the whole of the teaching was submitted to him; the head of the school taught nothing except drawing.

3366. Insubordination would not show incompetence?—He was not competent to pass his pupil-teacher's examination in his last year.

3367. He must have been not only insubordinate but ignorant?—Yes; he could not have got into a training school from the want of sufficient knowledge.

The witness withdrew.

Adjourned to Thursday next at 12 o'clock.

Thursday, 9th February 1860.

PRESENT:

The Right Hon. SIR JOHN COLERIDGE.
The Rev. WILLIAM CHARLES LAKE, M.A.
The Rev. WILLIAM ROGERS, M.A.
GOLDWIN SMITH, Esq., M.A.
NASSAU WILLIAM SENIOR, Esq., M.A.

THE RIGHT HON. SIR JOHN COLERIDGE IN THE CHAIR.

The Rev. ROBERT HEY, M.A., examined.

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3368. (*Chairman.*) I believe you are, and have been for some time, a diocesan inspector in the diocese of Lichfield?—Yes; in the archdeaconry of Derby.

3369. By whom were you appointed?—By the Bishop of Lichfield.

3370. For what district?—For the rural deanery of Alfreton.

3371. Generally through the diocese of Lichfield are the diocesan inspectors appointed for rural deaneries?—Yes.

3372. And all by the bishop?—All by the bishop; we receive our appointment direct from the bishop.

3373. Of course it is honorary and gratuitous?—Entirely so.

3374. (*Mr. Senior.*) To what extent is it expensive; what does it cost?—The expense varies with the size of the rural deaneries. Many of the rural deans have their own private carriages, so that I do not think that they are put to any extra expense, except the mere toll-bars and common travelling expenses.

3375. (*Chairman.*) You dropped the expression that many of the rural deans have their own carriages; is the rural dean generally the diocesan inspector of the deanery?—In every case.

3376. (*Mr. Senior.*) And within a district which does not require him to sleep out?—Yes.

3377. (*Chairman.*) About how many schools have you in your district?—I have 22 in my rural deanery.

3378. What schools do you visit? both those which are inspected by the Government inspectors and those which are not?—Both. The inspection is voluntary on the part of the clergy, and every school which is willing to receive us we inspect.

3379. (*Rev. W. C. Lake.*) Do you find any decline?—Very few indeed; occasionally.

3380. On what grounds do you usually find a school decline to be inspected?—Sometimes from what I may call, perhaps, a prejudiced idea of the clergy or of the schoolmaster; there are, of course, various opinions amongst the different clergy, and if it so happens that the rural dean is either high church or low church, a clergyman of opposite views may decline to receive his visits.

3381. (*Chairman.*) But you say that that seldom occurs?—I think very seldom.

3382. Of course you inspect none but church schools?—None but church schools. There is another reason why inspection by the rural dean is occasionally declined; some of the clergy say that where the

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Government inspection takes place they do not think it necessary; also, that the two inspections may interfere with each other.

3383. (*Rev. W. Rogers.*) You do not confine your inspection to religious subjects?—Not at all; we examine in every subject.

3384. In point of fact, is the objection of there being a Government inspection a valid one?—I think not. I do not however think that the inspection is necessary in those schools in which Government inspection takes place. There are 105 schools in the archdeaconry which receive no inspection except that by the rural dean; they are not under Government inspection. Inspection is a great advantage to the schools.

3385. (*Chairman.*) How?—I conceive that an examination at any time is useful, even though it occurs more frequently than perhaps twice a year.

3386. It has not the effect, then, of interrupting the ordinary studies of the school?—Not in the slightest degree.

3387. Do the masters or the clergymen know when you are coming?—Yes.

3388. (*Mr. Senior.*) Do you examine the master?—No.

3389. (*Chairman.*) But I suppose that one object of your examination is to ascertain the general state of the school, as well as the mere acquirements of the scholars?—Yes, and to give friendly advice; it is a friendly visit altogether.

3390. (*Mr. Senior.*) Does the master teach in your presence?—It depends entirely upon the rural dean; very frequently he does.

3391. (*Rev. W. C. Lake.*) You say that it is a friendly visit; you are not armed with any powers at all in the nature of a corrective?—We have no powers.

3392. (*Chairman.*) The clergymen, I suppose, generally attend you?—Almost always.

3393. Do any of the managers, if there are any besides the clergy, attend?—Very seldom; occasionally there are a few.

3394. How do you conduct the examination with regard to the children themselves; do you examine each child, or take the average of a class?—We take them in class.

3395. And it may be that you do not ask every boy a question?—We question them individually. In arithmetic or anything in which writing is to be done, we take the number of those who do it correctly, every child, of course, doing his lesson.

3396. About how long does the examination of a school of sixty children take?—We generally give a day to it.

3397. How many hours?—It would be three hours in the morning and two in the afternoon; sometimes we get through in a morning.

3398. Do you think that you are enabled to form a tolerably accurate opinion of the state of the school?—Quite so, I think.

3399. Do you make any examination with regard to the buildings?—We report them; we examine them, and point out to the managers anything which we think defective.

3400. Either as to the building or as to the interior arrangements?—Yes.

3401. As regards the salary of the master or mistress, do you make any examination?—No; it is not necessary.

3402. You do not interfere at all then with the fiscal arrangements of the school?—No; we have no power.

3403. I mean in the way of inquiry?—In our present inspectional papers this inquiry is made. It was omitted for some years because

the inquiry was thought to be too inquisitorial, and no answer was in many cases given.

3404. Examining, as you say you do, both schools inspected by the Government inspectors and those which are not so, have you observed any material difference between the two?—The schools under Government inspection are far superior to all other schools.

3405. That you consider almost a universal rule?—I should say quite universal.

3406. Does this examination occur once a year?—Once a year.

3407. Having done this, do you make a report to any one? Just state what takes place?—The rural dean makes his report, which is sent to the diocesan inspectional secretary for a summary, and he makes a general report to the bishop; I am the diocesan inspectional secretary.

3408. Then you receive, as diocesan inspectional secretary, the reports of all the rural deans?—Of every school which is inspected.

3409. Having got all those reports at length, what do you do with them?—I make a summary of the state of the schools, and this report is presented to the bishop annually.

3410. Supposing the case of yourself, for example, inspecting a school, and finding the school in bad order, what will appear upon your report with respect to that?—A statement accordingly, "bad reading," or "bad arithmetic," or, if it is a very bad case, it is generally particularly specified, and the mode generally adopted is to write a friendly letter to the manager, whether he be the clergyman or manager, pointing out those defects.

3411. Do you write that as rural dean or as secretary?—The rural dean generally does that; as inspectional secretary, I sometimes call the attention of the archdeacon to it, and ask for his help and assistance in giving advice; it can only be by friendly advice in all these cases; we have no other authority.

3412. Then if I understand you, in this way either from yourself as secretary, or through the agency of the archdeacon, the clergyman or the manager is sure to hear of his school being found fault with?—He generally receives that either from his own rural dean or from the archdeacon.

3413. (*Mr. Senior.*) The reports are not printed, are they?—No, not the report of each individual school.

3414. (*Rev. W. C. Lake.*) But a general report at the end of the year is printed, the same as in several other dioceses?—Yes.

3415. (*Chairman.*) From the secretary it goes to the bishop, you say?—Yes.

3416. Besides that have you any church educational board in the diocese?—We have.

3417. Of which there is a secretary?—I am the secretary to that board.

3418. Does a summary of the report go to the educational board also?—It has been read to that board of late years. It is printed at their expense; and the board would not print it, unless they knew what it contained.

3419. Then in the result the state of the schools comes into print in the report of the educational board?—Not of individual schools, but a general summary of the schools.

3420. The defaulting school does not appear in that way?—Not by name; if it did we should not be admitted into the schools to examine them.

3421. (*Rev. W. Rogers.*) Does the bishop ever take any steps upon

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a bad school being reported?—I am not aware that he ever has done so, because he has no power whatever with regard to it, except by way of a friendly remonstrance.

3422. (*Mr. Senior.*) Do you ever communicate with Her Majesty's inspectors?—Yes, I do. Not as diocesan secretary; not officially.

3423. If you formed a good or a bad opinion of a school inspected by one of Her Majesty's inspectors, would you confer with him? would you look at his tabulated report?—We have not been accustomed to do so, except for private information.

3424. (*Rev. W. Rogers.*) Do you ever find that you come into collision with the Government inspectors?—Not at all. We have always been upon the most friendly terms.

3425. You might report a school as being bad which the Government inspector had reported as good two months before. Have you ever had a case of that sort occur?—No, I think not. I think that there was one school in which the master misapprehended what was reported by myself, and afterwards the Government inspector found great fault; but I happened to see the Government inspector, and we compared notes, and they perfectly corresponded. That is the only school which refuses my visit at the present time.

3426. (*Chairman.*) Have you any other remark to make respecting any difference between the uninspected and the inspected schools? do they differ much in their interior arrangements?—The schools uninspected by the Government inspector are generally very deficient; there is a much lower standard of education. They have not been able to avail themselves of the assistance offered by the Government.

3427. You have described the state of things in your archdeaconry; are you able to state whether the same prevails in the other archdeaconries of the diocese?—The same system prevails. There are 48 rural deaneries in the diocese of Lichfield, and 48 inspectors; 21 in the archdeaconry of Stafford, 19 in the archdeaconry of Derby, 8 in the archdeaconry of Salop. The same process is adopted in the three archdeaconries.

3428. Do the rural deans meet at all to confer upon the inspection or upon education?—Once a year the whole of the rural deans meet.

3429. Where?—Either at Eccleshall, the Bishop of Lichfield's, or at the archdeacon's.

3430. If you meet at the bishop's, you meet under his presidency, as it were?—Entirely so; it is always under the bishop's presidency every year; he always meets the rural deans.

3431. What is the purpose of that meeting?—To confer, generally, upon the subject of education, to receive the secretary's report, and to confer generally upon the best means of promoting education in the diocese.

3432. I take it that these are the means by which the bishop gets informed of the state of education in the church schools?—Entirely so; there is no other means of obtaining any information except in that way.

3433. Have you any prize-schemes in your diocese or archdeaconry?—There are several in Derbyshire, but not connected with diocesan inspection.

3434. Do you know, at all, what the operation of those schemes has been?—It has been I believe, very good indeed; there is one established by the ironmasters for the colliery district of Derbyshire.

3435. Did you ever attend at an examination?—I have never attended at an examination; it has been conducted hitherto by Her Majesty's inspector.

3436. (*Rev. W. C. Lake.*) What is the system of prizes which they adopt there?—They give so much to the best scholars; an examination is, of course, taken, and the successful candidates receive prizes of 3*l.*, 2*l.*, or 1*l.*

3437. Are there certificates which assist them in after-life?—Yes; all the successful candidates receive in addition to the money a handsomely illuminated card, on which is recorded their certificate of good conduct, and the general character of their attainments. The unsuccessful candidates receive a similar card.

3438. (*Chairman.*) Can you tell us what is the usual rate of payment by the parents of the children?—It varies from 6*d.* to a 1*d.* in different schools.

3439. When it rises as high as 6*d.*, from what class of parents does it come?—Some of the very worst schools in the agricultural districts have the higher payments.

3440. From what class of parents does the 6*d.* come?—Agricultural; quite the poor people.

3441. Do they pay 6*d.*?—They do in some schools; they are generally the worst schools.

3442. Are they private schools?—No, I think not, they are parochial schools; I should say that the average of what is paid is 3*d.*

3443. (*Rev. W. Rogers.*) It is not the labourer who pays the 6*d.*, is it? It is the farmer in the same school as the labourer, is it not?—I have known some schools in which the labourer pays that. There are some very deficient regulations in some of the schools.

3444. The wages in your county and in Staffordshire are much higher than they are in Dorsetshire?—Yes.

3445. What are the agricultural wages?—About 12*s.* or 14*s.* a week; 12*s.* a week as a general practice.

3446. (*Mr. Senior.*) At what age does a child begin to earn?—That will depend entirely upon the employment.

3447. I refer to agricultural employment?—I should think that they earn very little.

3448. (*Chairman.*) At what age do you find that they leave your schools?—They leave our schools generally about 12, or many of them younger. They come to school while they are infants.

3449. (*Rev. W. Rogers.*) When they leave the school they must go to something?—There is a difficulty in saying what they earn in the agricultural districts, because they are merely employed in driving horses, and so on; they may get their food for a length of time, and nothing else, and then they begin to receive very small sums in the agricultural districts. I have had rather more to do with the manufacturing parts of Derbyshire.

3450. (*Chairman.*) I suppose there the children are very soon employed?—Yes; very early.

3451. And what are their wages?—Their wages are very low; generally in the factories about 1*s.* a week when they commence.

3452. (*Mr. Senior.*) At 8 or 9 years old?—They work half-time first; they are not allowed to work in factories under a certain age.

3453. (*Rev. W. C. Lake.*) You spoke of the small country schools, which are not able to benefit by the Government grant. What proportion do they bear in your own rural deanery?—In my own rural deanery, I think, there are not above two or three schools which are not receiving help from the Government.

3454. Out of how many?—Out of 22 schools.

3455. (*Mr. G. Smith.*) How are they supported?—By voluntary

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subscriptions and the pence of the children; there are a few endowments.

3456. Chiefly by subscriptions, or chiefly by pence?—Chiefly by subscriptions.

3457. (*Rev. W. C. Lake.*) If you have 20 receiving Government aid, and only three not, what is it which prevents them from receiving it?—It is generally the difficulty of raising money to put their schools in a proper condition. There are some old schools, and perhaps the clergy have not taken that deep interest in the matter which would have enabled them to get those schools into proper order.

3458. (*Rev. W. Rogers.*) Then it arises more from apathy than from inability?—I think so.

3459. (*Chairman.*) In the cases of which you speak, which you know of, you think that if there was a proper zeal in the matter, they might bring themselves within the Government requisitions?—I think they might have done so by this time.

3460. (*Rev. W. C. Lake.*) You think then that the whole 22 schools in your deanery might, if they chose, avail themselves of Government assistance?—I think they might have done so.

3461. (*Mr. G. Smith.*) Does the burthen of contribution fall very heavily upon the clergy?—Very much so indeed.

3462. In an undue proportion?—Very much indeed, in the little villages.

3463. (*Chairman*) Are the schools often in debt?—I think only in debt to the treasurer.

3464. The clergyman is the treasurer, and he finds that the funds fall short?—He makes up the deficiency in the funds generally, or has to shut up his school.

3465. (*Mr. Senior.*) Are there any districts in your deanery without schools?—I think none.

3466. Is there any place in which there is not a school sufficiently near for a child to go to it?—There are hamlets in which schools would be advisable, but the parish would not be able to support schools in each hamlet.

3467. There is no parish without a school?—I think none.

3468. (*Chairman.*) What is about the average distance that a child has to go to reach a school, speaking of the agricultural districts?—I know that they will come from one to two miles, but generally speaking the school is conveniently situated for the majority of the inhabitants.

3469. Is the attendance of the children in general pretty regular?—I think that the irregularity of attendance is one of the great complaints.

3470. What is that owing to, the parent or the child?—I think chiefly to the parents.

3471. On what ground?—They frequently keep the children at home to do work of various kinds.

3472. (*Rev. W. C. Lake.*) Do you find any difference in that respect between schools which exact a considerable weekly payment and those which exact very little?—I find that those who pay more are more regular.

3473. (*Chairman.*) Is the payment usually or always made weekly, or is it ever made monthly or quarterly?—I know no instance in which it is not made weekly.

3474. Do you think that you could accomplish in the agricultural districts a monthly or quarterly payment?—I think that it would not be at all advisable to do so; and I do not think that it would be possible.

3475. What is your ground for not thinking it advisable?—I think that the parents would find a difficulty in making a larger payment, and would not send their children to school at all.

3476. (*Rev. W. C. Lake.*) In advance?—In advance.

3477. (*Chairman.*) Do you ever find that the weekly payment operates in this way, that if the child does not attend for a day or two, the parent does not send him for the week?—Occasionally, I think.

3478. (*Rev. W. C. Lake.*) Do you think 3*d.* a fair average payment to expect from the parents?—There is generally speaking a graduated scale, and I think that for the higher classes 3*d.* is not too much. In my own school we have 4*d.* for the highest classes.

3479. (*Mr. Senior.*) Do you mean highest in point of age?—Of attainments.

3480. (*Chairman.*) Do you mean that they are taught more?—No, but as they advance in the school they pay more. The lower class pay 1*d.*, and that is a very general plan adopted in our neighbourhood. The next class pay 2*d.*, and perhaps the next two classes 3*d.*, and the first class 4*d.*

3481. Do you find any unwillingness in the parents to pay upon that graduated scale?—Not at all.

3482. And are they punctual in their payments?—Very; they are obliged to be.

3483. Do you make any difference whether a family is large or small?—We generally deduct 1*d.*, two children generally go for half price, or something of that kind; if there are two or three in a family, there is generally a deduction made.

3484. (*Rev. W. C. Lake.*) I think you said just now that most of the schools in your own deanery were due to the excessive efforts of the clergy?—I think that they have been very zealous indeed, and the laity as well.

3485. What proportion of the expense of the school would you say generally falls upon the clergyman himself?—It varies exceedingly. I have known clergymen pay as much as 60*l.* a year out of their own pockets.

3486. For a school costing what?—The case which I have in view was where there were four schools in one parish. I cannot state the exact total expense.

3487. (*Rev. W. Rogers.*) Was there any committee of management in those cases, or did the clergyman take the entire management?—The clergyman has generally had the entire management; that refers to the country parishes.

3488. (*Chairman.*) You say that the clergyman takes the entire management in the country parishes; is that generally, because the rest of the committee go to sleep, or because there is no committee?—In many parishes there is no committee; of course there have been more committees since the adoption of Government inspection and new schools.

3489. (*Rev. W. C. Lake.*) Do you think that it generally works well that the committee should so entirely abdicate any function?—I think that it is not at all advisable.

3490. And yet it is generally the case?—I think that it is very frequently the case.

3491. In what way do you think that a committee taking an active part in the school benefits the school?—I am not at all aware that they ever do take any part in it, except, perhaps, annually to audit the accounts.

3492. I understood you to say that you thought it a bad thing that

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they did not?—I think that it gives them a greater interest in the place and in the school to have a hand in the management.

3493. Supposing the committees could be called into more life than they possess at present, do you think that it would increase the life of the schools?—Generally speaking the members of the committee are so inefficient themselves in scholastic matters, that I do not think they do much good by their personal presence in the school.

3494. (*Rev. W. Rogers.*) But they will raise subscriptions?—They will assist the clergyman in raising subscriptions and in giving him advice in any case of difficulty, when he would call them together; but as to their actual visiting of the school, I do not think that it generally benefits the school much.

3495. (*Rev. W. C. Lake.*) Supposing the committee consisted of farmers in a deanery or parish, and you could induce them to take an interest in the school, would you not thereby create a greater interest in education throughout the parish than exists at present?—It might have that effect if you could get them to be interested in it.

3496. (*Mr. Senior.*) Do you find the farmers generally indifferent?—Very much so indeed.

3497. Hostile?—Not at all, I think.

3498. Do you think it possible, and, if possible, do you think it advisable, to let the parents of the children have anything to do with the management of the school?—I think not. I have never known an instance of it. I have never considered that subject.

3499. (*Rev. W. C. Lake.*) Do you think that they like being excluded entirely from any connexion with the school in which their children are being taught?—I can hardly say.

3500. (*Chairman.*) Are you aware of any feeling about it?—I am not at all.

3501. Are you aware of any case in which the parents are considered as subscribers?—I have never met with any instance of that sort.

3502. Either in appointing the committee or in managing the school?—No; I have never heard of any instance.

3503. What would be your opinion, apart from interfering with the management of the school, if they had votes in the election of the committee?—I do not see that any good would result from it whatever; if they had anything to do with the appointment of the committee, or any power of interference with the school, I think that it would be very much open to objection.

3504. You have said that the children generally leave school at about 12 years of age; in what state of education do you think that the children leave, first, as to reading?—If they have continued at the school, and have been regular in attendance, they read very well.

3505. Do you mean intelligently?—Yes.

3506. And easily?—I think so.

3507. (*Mr. Senior.*) That is if they remain until twelve?—Yes.

3508. What proportion remain until twelve?—I am not able to give statistics; but very few.

3509. Do very few remain until eleven?—In comparison with the amount of population, I think I might say that few do.

3510. What proportion of the children do you suppose there are between the ages of three and twelve who do not go to school at all?—I cannot answer that question.

3511. Have you any idea as to the average period for which a child remains at school; how many years?—I am not able to state that.

3512. (*Chairman.*) Do the children in general leave able to write?—Yes.

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3513. With tolerable facility?—Those who have been regular in attendance in the school.

3514. Take it generally speaking without reference to age?—The children generally speaking would be able to write.

3515. And how as to arithmetic?—They would be able to do the common simple rules of arithmetic.

3516. As regards these same children who leave in this state, do you lose sight of them, or is there any night school or anything of that sort?—There are very few night schools in our neighbourhood and in the archdeaconry.

3517. Such as there are, do you inspect them?—No, we do not; the chief connexion kept up with those who leave the day schools is kept up by means of the Sunday school.

3518. What do they do in the Sunday school?—They read the Scriptures and learn by heart the Scriptures.

3519. The instruction is entirely religious?—Entirely religious.

3520. There is no writing?—None whatever in the church schools.

3521. Who are the teachers generally in the Sunday schools?—Members of the congregation.

3522. It is voluntary?—Yes.

3523. It is under the clergyman?—Yes, entirely; or a superintendent appointed by him.

3524. Does he keep in his own hand the permission to teach in the school?—Yes, entirely; he would have that.

3525. No one would go and teach in your Sunday school without your permission?—Not at all. In the country schools the schoolmaster is generally the manager of the Sunday school under the direction of the clergyman.

3526. (*Rev. W. C. Lake.*) Do the children of dissenters attend the church Sunday school?—They do to a considerable extent.

3527. Without anything like compulsion?—They attend in cases where they have not schools of their own; but we have a great number of dissenters' children in the day school who do not attend the Sunday school.

3528. You do not think it desirable to press that upon them?—I think it is very undesirable to compel them.

3529. Do you extend the same rule to the religious teaching given in the day school. Do you think it desirable to insist upon the children learning the catechism?—If it was very much objected to by any parties, I think that I would sooner give way as to some of the questions.

3530. Do you find in your deanery that generally the clergyman insists upon the children of dissenters who attend the day school also attending the Sunday school, or coming to the church?—I think, generally speaking, he does not.

3531. (*Chairman.*) You know what is meant by the religious difficulty?—I do indeed.

3532. Does that exist to any extent in your district?—Very slightly; only occasionally.

3533. (*Mr. G. Smith.*) Is there any great variety of religious communions in your district?—A very large number.

3534. But they make no objection to coming to church schools?—Not the slightest. I only know of one or two instances in my own parish where there have been objections.

3535. (*Chairman.*) At Derby there is a large congregation of Roman Catholics; does that apply in many of the parishes round Belper, for example?—We have none whatever.

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3536. Therefore you do not know anything about that?—No.

3537. You mentioned just now the annual meetings, under the bishop's presidency, either at Eccleshall or at the archdeacon's. When it is at Eccleshall, is it a meeting for the whole diocese, or archdeaconry by archdeaconry?—Archdeaconry by archdeaconry.

3538. How long does that last?—We generally stay two nights with the bishop.

3539. And he houses you there, and entertains you?—Yes.

3540. When you go to meet an archdeacon, how is it?—He entertains us according to his ability, or finds us beds.

3541. Do those meetings appear to you to be useful? Do you get information as to the state of education through the whole of your diocese?—Yes; every rural dean is requested to make any remarks upon the subject of education.

3542. And are difficulties propounded?—Very frequently. I was just going to refer to the point with regard to the age of the children. I have a summary; I would state that in the last year, 1859, the number of children under inspection in the day schools inspected by the rural deans in the archdeaconry of Derby was 17,176; under six years of age, 3,961; above ten years of age, 3,552.

3543. Those were actually at school?—Those were receiving instruction at school.

3544. (*Rev. W. C. Lake.*) Have you any statistics which will tell you how many years the children remain on an average?—I have not. I cannot give the average, nor is it possible to obtain it, on account of the frequent migrations of the scholars from one school to another in towns where there are several schools; but the great complaint is the shortness of time for which children do remain.

3545. If you had a child in habitual teaching from the age of four till ten, might you not do a good deal?—We should, I have no doubt, turn him out a good scholar.

3546. Then you think probably that the children do not remain regularly at school for so long a period as that?—Not regularly. There are always, of course, a number who do. The parents are becoming more anxious to give their children a good education.

3547. Can you point to any causes which seriously break in upon a child's education during those years?—Chiefly the employment in the neighbourhood; if they can earn anything at an early age, no inducement will keep the children at school.

3548. Are there any special causes in your neighbourhood which affect them so early?—In certain districts; if they can get anything ever so small, they are taken from school; for instance, I have mentioned 1*s.* a week, or 11½*d.*, which the children earn at the factories; their parents will send them to the factory schools with a view of getting them to work at once.

3549. Do those temptations equally operate in agricultural districts?—I think not; in some of the mining districts they do; in the coal-pits.

3550. (*Mr. G. Smith.*) Do you think that in the cases which you speak of an actually gratuitous education would tempt the parents to send their children to school instead of sending them to work?—I think not at all; and I know an instance in which they were paid to go to school, and you could not get them.

3551. (*Rev. W. C. Lake.*) Perhaps you think a school rather more popular which demands a certain amount of effort as regards money on the part of the parent?—I think it is very advisable that the parents should pay something. Almost an answer to that question would be

that I have never known schools diminish in numbers by having to make a higher rate of payment, but rather increase.

3552. Up to what sum?—Up to about 4*d.*; that applies to the same children. I could mention my own case; we commenced with 1*d.* and 2*d.*, and we found that we could not maintain the school and keep it open at that price; we raised it to the scale which I have already mentioned, 4*d.* for the higher class, 3*d.* for the second and third classes, and for the fourth and fifth, 2*d.*, and for the lower children, 1*d.*; the school doubled in numbers, and we have had no difficulty in obtaining the money and keeping up the numbers in the school.

3553. Is that without any increase in the teaching power?—Without any increase whatever.

3554. The only improvement was raising the fee demanded?—Yes.

3555. (*Chairman.*) There was no change?—None whatever.

3556. There was the same master?—Yes.

3557. (*Rev. W. Rogers.*) Supposing a parent remonstrated, and said that he was too poor to pay 4*d.*, would the child be allowed to go into the first class?—We always have exceptions of that kind; if the master thinks that the child cannot pay, he refers the matter to the clergyman or to the committee, and they receive those children at a less rate as exceptional cases of poverty.

3558. (*Chairman.*) Do you find that there are improper attempts made to get that admission at a lower rate?—Very seldom indeed.

3559. (*Mr. G. Smith.*) In the case of girls, do you think it possible for their mothers always to spare them to the school, where there are young children, for instance?—I do not think that they can always spare them. At the same time I think that they very frequently keep them at home when they might send them to school.

3560. (*Rev. W. C. Lake.*) But not so much, I think you say, when they pay a reasonably high sum?—I think that that induces them to attend more regularly.

3561. (*Chairman.*) When you inspect the girls' schools, what do you do with regard to the plain work?—We generally look at it. I do not know that we can form a very correct judgment about it.

3562. Do you get any help in that?—Sometimes the ladies pass an opinion upon it.

3563. Do you think that the report is trustworthy upon the matter?—I should scarcely think that it is. I think that the inquiries are more whether they learn sewing than as to the quality of it.

3564. Is that through the diocese considered a matter of great importance in the girls' schools?—In the girls' schools very much so; and it is frequently encouraged by ladies in the parish, who sometimes, by various means, endeavour to promote it.

3565. (*Rev. W. C. Lake.*) You have said that your own experience is strongly in favour of raising the fees. Would you say that you have seen several other cases where schools have been improved by raising the fees?—I have heard of several; the circumstances of parishes differ so much that I should not like to state, what I have stated, as a rule.

3566. (*Rev. W. Rogers.*) Are the teachers chiefly schoolmasters or schoolmistresses in your district?—I think that the number of masters and mistresses are about equal. The 237 schools inspected by the rural deans in Derbyshire are conducted as follows:—42 separate boys schools by masters; 36 separate girls' schools by mistresses; 79 mixed schools by masters; 50 mixed schools by mistresses, and 30 infants' schools under mistresses. Hence, the number of masters is 121, and the number of mistresses 116.

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3567. Why are mistresses employed to such a large extent?—Because they are cheaper; they do not require so large a salary.

3568. It would be better to have a master?—I think it would, generally speaking; but there are a great number of mixed schools now under a master, with a mistress appointed to teach sewing in the afternoon.

3569. Do you find that the schoolmasters in general are satisfied with their position?—I think so; quite.

3570. (*Chairman.*) What class of people are they; they are not all, I suppose, certificated teachers?—Not all of them.

3571. About what proportion are so?—In Derbyshire we have 70 certificated teachers to 237 schools.

3572. Have you any registered teachers?—Two.

3573. Then there are only 72 out of the 237?—That is all. There are teachers who have received training, but who have not obtained their certificates; we have had 129 out of 237 who have received training.

3574. Is there a training college in the diocese?—There is one at Lichfield for schoolmasters, and one at Derby for schoolmistresses.

3575. Are they upon a large scale?—The one at Lichfield for masters is rather a small one; it has never been connected with the Government. The one for mistresses at Derby is always full; it takes about 40 students at a time. 108 mistresses have been sent out by this institution.

3576. Is it equal to the demand?—It cannot supply the number demanded.

3577. (*Rev. W. C. Lake.*) What class of persons are the other schoolmasters?—They are generally intelligent men.

3578. Have they received any sort of special training?—I think no special training; many of them have not.

3579. (*Rev. W. Rogers.*) Do you think that those men could not pass the examination if they were encouraged to go up for it?—No, I do not think that they could.

3580. (*Rev. W. C. Lake.*) Do you see a very marked difference between them and the certificated teachers?—In some points, in the matter of discipline, a very great difference; but some of the old untrained teachers seem to have more success in teaching arithmetic and writing than even the trained masters have.

3581. Do you apply that remark to a large proportion?—Not to a large proportion, it applies to a few.

3582. Only here and there one?—Only here and there one.

3583. Comparing the two bodies together with respect to their general fitness for schoolmasters, should you say that the advantage is very strongly on the one side?—I think that beyond all comparison the trained and certificated teachers have the advantage.

3584. It is only in exceptional cases that the others at all come near them?—Only in exceptional cases.

3585. As a body, you do not think that there are any marked complaints to be made of the certificated teachers?—I think not at all.

3586. (*Mr. G. Smith.*) Do their higher acquirements come much into play in teaching elementary schools?—Very little.

3587. (*Chairman.*) Do you mean by that, directly or indirectly, they might not have to teach a book which they had read, but their having learnt that book might help their general teaching?—I think that their having learnt a higher subject has been a mental training for them which makes them more intelligent men generally, but the higher subjects do not come into their actual teaching.

3588. Does it make them better masters ?—I think it has done so.

3589. (*Mr. G. Smith.*) In what way ?—In their general intelligence and fitness for instructing the children. I think that the examination papers for which they have to get up subjects are extravagantly difficult ; at the same time I think that, as a mental training, it has made them more thinking men.

3590. (*Rev. W. C. Lake.*) Still, the result of those papers is that they make them better schoolmasters ?—I think that they do so.

3591. (*Chairman.*) Have you found any difference with regard to the teaching of grammar in the schools between the one class of master and the other ?—Yes. More attention is paid to it by the certificated teachers.

3592. Is the analysis of language at all attended to ?—Yes ; it is now more generally attended to by the certificated masters than it ever was before.

3593. (*Rev. W. C. Lake.*) Do you attach great value to that teaching of grammar as a discipline to the minds of boys of the humbler classes ?—I think it is valuable.

3594. (*Mr. G. Smith.*) Have you been led to observe how far the people keep up and use the knowledge which they acquire at the schools ? How far do they use the power of reading ?—To a greater extent at the present time than I ever knew before.

3595. Is there any difference in that respect between the towns and the country ?—There is more, of course, in the towns.

3596. Do people in the country keep up their writing ?—Yes, I think so. I have not so much intercourse with them. I am more in a manufacturing town.

3597. Do they keep it up in the manufacturing towns ?—Yes, I think so, in the way of writing letters, or anything of that sort.

3598. Do they keep up arithmetic ?—There is hardly an opportunity of judging of it, excepting in the cases of the most proficient scholars, and they have gone from our schools, from the first class, and obtained situations as clerks in the warehouses and railway stations to a considerable extent.

3599. (*Chairman.*) You have spoken of their practice of reading having increased of late years ; do you know at all what books they read ?—I judge of that chiefly from the establishment of libraries, and from the taking in of a large number of monthly periodicals into their families, which are chiefly religious publications. The libraries contain all kinds of books of useful knowledge.

3600. Have you a book-hawking establishment ?—Yes.

3601. Do you belong to it ?—I am merely a subscriber.

3602. Do you know what success it has met with ?—I understand that it has met with very good success.

3603. Is it on a large scale ?—Yes, in some districts.

3604. (*Rev. W. Rogers.*) Do you know the class of books supplied in that mode ?—Yes. I had the hawker under my management when he visited my parish ; but it is of no use his attempting to sell books in a town where there are many booksellers ; it is chiefly in the country places where that mode is successful. The books are such books as are supplied by either the Christian Knowledge Society, or the Religious Tract Society, or some similar society.

3605. They are chiefly religious books ?—Yes, chiefly religious books, and books of general information.

3606. (*Chairman.*) You have seen, I dare say, the list of books published by the Central Book-hawking Association ?—Yes. I think the Derby establishment is in connexion with that association.

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3607. (*Mr. G. Smith.*) Do you think that, generally speaking, the use which the children in the country make of the power of cyphering and writing is worth the time occupied in learning them?—I do not know what they would do without them. I think that it is worth it. They must necessarily be at the mercy of everybody, if they cannot write, and are not able to do arithmetic.

3608. You have not had much intercourse with people in the country?—I was brought up in it, but officially not so much since I have been in the ministry.

3609. (*Rev. W. C. Lake.*) Probably you have seen a good many boys and girls who could not read and write, and can compare them with those who could?—Yes.

3610. I suppose you have a very decided opinion, that those who could read and write were altogether a different sort of being from those who could not?—Yes; one set are very heavy and stupid, and the other very intelligent generally.

3611. (*Chairman.*) Do you find that in after life the lower orders set a value themselves upon being able to read and write?—Very much indeed.

3612. Does it make a difference as to their getting situations?—Very much indeed.

3613. How long have you been engaged in this sort of way connected with education?—I have taken a great interest in schools for the last 16 years.

3614. Are you of opinion that they have improved during the course of that time?—Very much indeed.

3615. That a great advance has been made?—Very great indeed in every respect.

3616. Should you say that generally of the diocese?—Yes, entirely so throughout the diocese.

3617. Has the education advanced in quality, or in quantity, or in both?—I think in both.

3618. It is more widely spread?—It is more widely spread.

3619. Does it appear to you to be now upon the increase?—It does; so many new school buildings have been erected, and all appliances have been so much improved.

3620. (*Rev. W. C. Lake.*) Should you attribute that improvement in education very directly to the effect of the Government grant?—I attribute it to a very great extent to that; to the assistance afforded by Government.

3621. Do you mean that that has drawn out efforts from individuals which they would not otherwise have made?—Yes, it has assisted the community over a difficulty, namely, that of expense, which they never could have been able to meet, in my opinion, without it.

3622. (*Chairman.*) Which they never could have met, or would have met, which do you mean?—I think I might say could.

3623. (*Mr. G. Smith.*) Do you not think that if men of property had done their duty schools could have been raised without Government assistance?—It is very difficult to describe what their duty is. If you could say what their duty was, what proportion they should give, one might be able to answer that question.

3624. (*Rev. W. C. Lake.*) Do you think that the same result of stimulating education could have been produced at a somewhat less cost, that is to say, that the Government have rather overdone it in the way of expenditure?—I am of opinion that they have not hitherto.

3625. Do you know any cases of schools where you think that the

scale of expenditure has rather been an extravagant one?—No; not in my opinion. *Rev. R. Hey, M.A.*

3626. Do you think that the capitation grant was absolutely essential to assist schools?—I should say that it was not absolutely necessary in the case of town schools and large populations. 9 Feb. 1860.

3627. Do you think that schools generally could do pretty well without it?—I think they could; but it is a very nice thing to have it.

3628. (*Rev. W. Rogers.*) What do rural schools get a year in the shape of capitation grant?—We have never had any return of that yet.

3629. From what you hear, what would a country school get?—Not above 5*l.* or 6*l.*

3630. It is hardly worth having, is it?—Scarcely, but every little helps.

3631. (*Mr. Senior.*) It is only in those small schools that it is wanted?—It is wanted more there than in the others, no doubt.

3632. But it is so small as to be of no use?—Everything is of use; 5*l.* is a very useful thing.

3633. (*Rev. W. C. Lake.*) In towns, I suppose you may safely say that the capitation grant is less wanted than in the country?—I think so. There is less difficulty in maintaining a school in a town than in the country. It is so with regard to the village schools; they need help more than any others; generally speaking they find more difficulty in getting it.

3634. (*Chairman.*) Do you find in the country that the farmers send their own children to the school where the labourers' children are?—Yes.

3635. Is that the general practice?—Yes.

3636. (*Rev. W. C. Lake.*) You do not mean the higher farmers?—No; I mean the tenant farmers of 100 or 200 or 300 acres.

3637. (*Chairman.*) Who employ labourers?—Yes.

3638. Do you think that they do that with good effect?—I think so. I do not know any ill effects ever arising from it.

3639. You have been asked about keeping up the learning which the children have acquired. You see the young men and the girls afterwards when they come to prepare for confirmation?—Yes.

3640. At about what age?—About 15.

3641. Then they have many of them been four or five years away from school?—Yes.

3642. In that case, how do you find them as to their reading?—Those who have been scholars in the school are always the most intelligent and satisfactory.

3643. Do you observe whether they have retained their power of reading?—Yes, they generally have, I may say without exception.

3644. Do they appear to have retained the knowledge of the catechism, and so on, which they have learned at school?—Yes, quite so; or they very soon work it up again, if it is necessary.

3645. (*Rev. W. C. Lake.*) Do you find a marked difference at such a time as confirmation between the children who have been educated pretty well and those who have been scarcely educated at all?—Yes, generally speaking, the better educated are the most satisfactory.

3646. Do you find the difference an exceedingly great one?—I think that it is very perceptible. We have more connexion in a manufacturing town with the elder scholars for a longer period than they have in the agricultural districts; for instance, the children remain in the Sunday school till they get married, generally speaking, in the manufacturing towns; in the agricultural districts the connexion with

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the scholars is very soon cut off; the connexion is with very young children, not above 13 or 14 years of age.

3647. (*Chairman.*) Where do you hold the Sunday school?—In the national school, the day school-room.

3648. Not in the church?—No, not where it can be possibly avoided.

3649. (*Rev. W. C. Lake.*) Strong opinions have been recently expressed of the evil of Sunday schools; do you participate in them?—I do not.

3650. (*Chairman.*) Are Sunday schools upon the decline or upon the advance in your diocese?—I think on the increase. I think that the children like them. I do not think that it is so much the amount of instruction which is actually given as the meeting together on the Sabbath day, and the connexion which is promoted between the members of the congregation and the lower classes; that seems to me very valuable.

3651. And the children like it?—They like it very much; they love their teachers generally. Of course there is a connexion established between the different grades of society, which, it seems to me, highly important to keep up.

3652. You have said that the teachers are generally voluntary; are they often from the higher classes?—Yes, generally speaking, from the higher and middle classes.

3653. Very often the clergyman's wife and daughters?—Yes, generally speaking, so.

3654. (*Rev. W. C. Lake.*) Do you think that it would do to throw the chief religious instruction upon the Sunday school?—By no means.

3655. You do not think that it would do to draw any considerable amount of the religious instruction given during the week into the Sunday school?—By no means whatever in my opinion.

3656. You look upon the Sunday school as not so much a field for instruction as for interesting and engaging the regard of the children?—To a certain extent; but I think that they obtain a very great knowledge of the Scriptures, when a school is well managed; they generally have to repeat some portions of Scripture; it is, in my opinion, a very valuable thing that they should commit to memory portions of Scripture, and be questioned, and have it explained to them.

3657. (*Chairman.*) How long a time do they attend at the Sunday school, two hours?—About two hours.

3658. Divided?—Divided; one hour before morning service, and one hour before the afternoon service, and there are some parishes where the services allow of it, where they may, perhaps, be a little longer; perhaps one hour in the morning, and it may be two hours in the afternoon, when there is no afternoon service.

3659. (*Mr. Senior.*) And how long in the church?—Their time at church would be, in the morning, about two hours; it depends on the length of the sermon.

3660. That makes five hours?—Yes, during the day.

3661. Is not that too much for a child, in general?—Yes, I have no doubt it is; but it is a voluntary thing, it is not compulsory.

3662. It is voluntary with the parents, but is it voluntary with the child always?—I think very much so.

3663. (*Chairman.*) Besides which, you say that they are not all children?—They are not; and in the afternoon, at school, I do not think that two hours would be taken up with instruction; generally speaking they have some address or something interesting, for instance, singing, which is not tedious.

3664. In the day schools, in your diocese, is singing taught?—It is, generally speaking, taught.

3665. Not by notation?—Not generally by notation; it is, in a few instances, not in many.

3666. They usually sing a hymn or something of that sort?—Yes, and certain secular rounds and catches; there are certain publications with suitable school songs.

3667. What is your opinion on that point, do you think that it is of use?—I think that it is very useful.

3668. I suppose the children like it?—Very much indeed.

3669. (*Rev. W. C. Lake.*) You have not much experience of apathetic and destitute localities which cannot have a school at all?—I think not; there are not very many parishes where you would say there were bad schools at all in our archdeaconry.

3670. (*Chairman.*) Belper, I suppose, is about the most flourishing part of Derbyshire, is it not?—Yes, there is good employment.

3671. (*Rev. W. C. Lake.*) How many schools are there altogether in your archdeaconry?—I can hardly answer that question; I have only the statistics of those which we inspect; I can positively say that there is scarcely any place without a school in Derbyshire; for instance, there are, I think, 229 parishes, and we have 237 schools which we inspect, and that does not include all the schools in the archdeaconry.

3672. (*Rev. W. Rogers.*) There are many private schools?—There are many other schools which we do not inspect.

3673. (*Chairman.*) You seem to inspect more schools than parishes?—Yes, we do, because there are frequently three schools in one parish.

3674. I see that in the diocese altogether there are 561 benefices?—In the whole diocese.

3675. (*Rev. W. C. Lake.*) Have you seen much of pupil-teachers?—I have had pupil-teachers in my own school, but I have not had much intercourse with others, except in visiting schools.

3676. Do you think that they are very useful for purposes of education?—I think very much so indeed; in my opinion that has been one of the most valuable assistances given to schools.

3677. (*Chairman.*) Do you remember the old monitorial system?—Yes, somewhat of it.

3678. In comparison with the monitorial system, what should you say of pupil-teachers?—I prefer, and think it much more advantageous to have the pupil-teachers.

3679. (*Mr. Senior.*) Do you remember the state of the schools before the Privy Council system was introduced?—I know that the state of the schools generally was very inefficient. I recollect that quite well; the buildings were very bad; and, generally speaking, the education was very moderate and indifferent.

3680. Was it worse than in the worst schools now?—There are some of the old schools still existing, because they have a difficulty in getting rid of the master.

3681. Those are endowed schools?—Chiefly so, but it is not merely that they cannot get rid of them, but that it would generally create a ferment in the parish to get rid of an old man who has educated, as far as he has done so, the generation preceding; they are attached to the man, however inefficient he may be, and of course he has nothing to fall back upon, he has no means of livelihood. Whether it is wise, or whether it is fair to the rising generation, I will not say, but there is a very great difficulty in getting rid of an old and inefficient schoolmaster.

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3682. Have you many endowed schools in your district?—There are, more or less endowed, somewhere about 66 that I am acquainted with out of 237.

3683. (*Chairman.*) Schools in the same class as the National schools?—Yes.

3684. (*Mr. Senior.*) What is the state of the endowed schools generally?—They have for the most part been the worst managed and the worst schools in the diocese; I would not say that universally.

3685. So that it would be better if there were no endowed schools in the diocese?—Unless the management of them was better.

3686. (*Chairman.*) Generally speaking who has the power of appointments in an endowed school?—Certain trustees generally.

3687. In what class of society are those trustees?—They vary, in some parishes they are the squires and gentry, and in others farmers.

3688. (*Mr. Senior.*) They are generally farmers?—Very frequently so, and those are the worst class to deal with generally.

3689. (*Rev. W. C. Lake.*) I suppose they often positively injure education by stopping the way for a good school?—Entirely so.

3690. (*Mr. Senior.*) Have you any other charities besides educational charities in the diocese, such as doles and things of that kind?—Not to a great extent, I think; those of course vary according to certain places; there are one or two favoured towns which have endowments, almshouses, and Christmas doles, but I think not generally speaking.

3691. What is their general effect?—I think that they induce many parties to go and try to claim them who ought not to have them. There are, I fancy, some places in which people reside in order that they may have them, beggars almost.

3692. And they become destitute to qualify themselves for them?—Yes.

3693. (*Rev. W. Rogers.*) They must be very good doles for that?—Yes; there are one or two instances of it.

3694. People will not go and live in a parish in order to get one loaf and a hundredweight of coals?—No; generally speaking they are residents in the parish; but I do not think that those things have a good effect, generally speaking.

3695. (*Chairman.*) Your large towns in Derbyshire are principally manufacturing towns, are they not?—Chiefly so, and mining.

3696. And those have sprung into their magnitude in comparatively late years?—Yes.

3697. Belper, for example; what is the population of Belper?—10,000.

3698. How long do you remember it?—For 15 years.

3699. Do you know what the population was 15 years ago?—It has not very much increased, I think.

3700. (*Mr. Senior.*) Have you a considerable number of infant schools?—Not a large number; there are very few, generally speaking.

3701. How do you account for that?—From the difficulty of maintaining teachers.

3702. Is it difficult to get teachers?—No, I think not; but there is the difficulty of paying the salaries of additional teachers for the infant schools.

3703. (*Rev. W. C. Lake.*) How do you think that the dames answer for infant school mistresses?—I think that they answer very fairly in teaching the children to read.

3704. (*Mr. Senior.*) And keeping them quiet?—They act more as mothers to the children.

3705. (*Rev. W. C. Lake.*) Do you think that up to a certain age,

say four or five years old, the children would be well provided for if they were left in the hands of dames?—I think very much so; though, of course, an infant school under an able mistress will bring the children on to far greater proficiency in mental power.

3706. Is there not a certain domestic tone and feeling which children gain at a dame school which is not given even in the best of the other schools?—I think there is; there is another point, with regard to that, namely, that an infant school can only have the little children from the immediate neighbourhood, on account of the difficulty of sending small children any great distance. Dame schools are very useful and demand very much attention, I think, from the clergy generally; if they would patronize them, and give them a little advice and a little assistance in providing suitable books, even a few books, to the dame schools, they would do a very great benefit.

3707. Do you think that the dame schools for children of a later age are at all as desirable as dame schools for the earliest age?—No, I think not.

3708. But for an earlier age you think that they do a great deal?—They do a great deal for children. That has been a subject of inquiry amongst us.

3709. Will you state the results of that inquiry?—I can only say that the returns were so very imperfect on the matter, that the rural deans did not go into it very much, and it was several years ago, so that I really am not able to state the numbers.

3710. But it left upon you the impression that they were very desirable?—There is not the slightest doubt that they might be made very useful.

3711. (*Mr. Senior.*) What steps would you take for that purpose?—I should recommend their visitation by the clergyman and his countenance or recognition as useful schools, which I think would be all that he could do.

3712. Do you know anything of the state of the pauper children in the unions?—A little.

3713. What sort of schools have they now?—Generally very good schools indeed.

3714. You have no district schools?—No.

3715. Do the children appear to turn out well?—Very well, generally speaking.

3716. (*Rev. W. C. Lake.*) Have you observed their moral condition at all?—The children vary very much; but I fancy that there have been more cases of pauper children, when they have first come out of the workhouse, getting into difficulties than of other children.

3717. Then you meant your former remark only to apply intellectually?—Yes, to their scholarship.

3718. (*Mr. Senior.*) How do the girls generally turn out?—I think generally very well indeed.

3719. There is not much fault to be found with them?—No.

3720. I suppose their employment is general?—Yes, at present it is.

3721. (*Chairman.*) Were you acquainted with the diocese before the Privy Council system commenced?—I was. During the period in which the late Bishop Shirley was archdeacon of Derby, the Derby diocesan board was very active in promoting the cause of education throughout the country.

3722. (*Mr. Senior.*) Was that before the Privy Council system began?—I believe it was. I am not quite sure as to that. Some of the plans which have been since adopted by the Committee of Privy Council were commenced by the Diocesan Board. They collected and

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distributed considerable sums of money. I can supply the exact amount which has passed through the hands of the board.

3723. (*Chairman.*) The present bishop was appointed in 1843?—Yes. Bishop Shirley was appointed to the archdeaconry of Derby in 1840, and was very earnest in promoting every educational improvement until 1846, when he became bishop of Sodor and Man. He was the first of all the archdeacons to invite into his district the Government inspectors; and he exerted himself to place as many schools as possible in connexion with the Privy Council.

3724. (*Rev. W. Rogers.*) The Privy Council system did not really come into operation till 1846?—No. The Derby Board was in the habit of making grants for monitors, and assisting in all things connected with the efficient working of parochial schools previous to the time when the government system came into active operation; but it welcomed gladly the Government aid. The Board has used its funds beneficially ever since in promoting education in various ways, especially in helping schools which have not been in connexion with the Committee of Privy Council on Education; in fact, providing monitors for the schools was one portion of the operation of the diocesan board, and it has always promoted the establishment of training institutions in the county.

The witness withdrew.

Adjourned to Wednesday next at 12 o'clock.

Thursday, 19th April 1860.

PRESENT:

His Grace the DUKE OF NEWCASTLE.
The Right Hon. SIR JOHN COLERIDGE.
The Rev. WILLIAM ROGERS, M.A.
GOLDWIN SMITH, Esq., M.A.
NASSAU WILLIAM SENIOR, Esq., M.A.
EDWARD MIALL, Esq.

HIS GRACE THE DUKE OF NEWCASTLE IN THE CHAIR.

P. Erle, Esq., Q.C.
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PETER ERLE, Esq., Q.C., examined.

3725. (*Chairman.*) You are the Chief Commissioner of the Charity Commission?—I am.

3726. The powers of that Commission are conferred by the Acts passed in 1853 and 1855, I believe?—Entirely.

3727. How would you define those powers, they are not very extensive, are they?—We have considerable powers of inquiry into the endowments and management of charities, and of controlling and aiding the trustees in the management of their estates. We have no direct power whatever of controlling the application of the income derived from the endowments.

3728. But as regards the laws affecting charities prior to the passing of the Act of 1853, your Commission has no power either to supersede those laws, or to alter or vary their provisions in any way,

has it?—We have no such power; the mode of procedure before the courts is altered very much by that Act; but the law relating to the application of charities remains unchanged. *P. Erle, Esq., Q.C.* 19 April 1860.

3729. You have no power, I believe, to initiate any proceedings respecting charities of your own accord?—None, in our own name.

3730. The individuals connected with the local charities must set your machinery in motion, must they not?—If individuals connected with charities desire to institute any proceedings before the courts in relation to them they must first procure our authority to proceed; but we may *proprio motu* recommend the Attorney-General to proceed *ex officio* in any case.

3731. But even in that case you do not move the Attorney-General without a prior application from the persons locally connected with the charity, do you?—That is not so. If we find occasion, we move the Attorney-General wholly according to our own judgment.

3732. (*Sir J. Coleridge.*) If you find a case of corruption amongst the trustees?—Certainly. We adopt that course adversely where no persons locally interested will initiate proceedings, or where we think it inexpedient that the proceedings should be conducted by private parties. We also move the Attorney-General in cases not of an adverse character, as for procuring improved schemes of administration, or the like.

3733. (*Mr. Senior.*) What power would you have to discover a case of corruption among trustees?—We have very large powers of inquiry.

3734. But do you exercise them; that is to say, does any commissioner from you necessarily visit every charity?—No, our inspector cannot do that, the charities being far too numerous; but whenever we find that local inquiry may be beneficially made, we send and institute it.

3735. What leads you to suspect the existence of an abuse?—We ought to receive every year accounts of the application of the income of charities; that is one material source of information; but we depend very much on local information.

3736. On casual information?—Yes, on voluntary information.

3737. (*Sir J. Coleridge.*) You say that you send; do you send an inspector or an assistant commissioner, or what?—We send an inspector.

3738. (*Mr. Senior.*) But there may be innumerable cases of the grossest abuse of which you know nothing?—It is possible, but very improbable that such cases should long escape notice; that the clergy and all respectable persons should be indifferent witnesses of gross fraud which they may represent to a public board without cost or formality, and that the proper objects of charity should also withhold complaint.

3739. Do you keep any record of the reports of your commissioners?—Yes; we have all their reports.

3740. All ticketed and docketed in the office so that you can refer to them?—They are all so registered and arranged as to be immediately accessible.

3741. (*Chairman.*) Do your inspectors visit the charities periodically in the same way that the Inspectors of Mines, or the Inspectors of Factories, or the Inspectors of Prisons do?—No, for the reason already given.

3142. So that there are, I suppose, a vast number of the charities of the country which have never been visited by any of your inspectors?—That is so. We have five inspectors, and they can only undertake those duties partially and gradually.

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3743. So that if there are local parties interested in the abuses of a charity, and there is nobody particularly interested in the detection and removal of those abuses, it may continue in that state for any number of years without discovery, may it not?—It is possible, but as I have already stated, very improbable, that so palpable an abuse should remain very long undiscovered, from the accounts or from some information.

3744. (*Rev. W. Rogers.*) You do not publish the reports of the inspectors, do you?—No, not generally. We make them known, and send them to parties who legitimately inquire for them, or to whom their communication is likely to beneficial to the charities.

3745. You do not publish them in your report at the end of the year?—No; they would be much too long.

3746. (*Chairman.*) When abuses are detected, or any alterations in a charity are required, do the Acts by which your powers are conferred enable you to adopt any summary process, or is the Court of Chancery still the court in which these proceedings must be taken?—The Court of Chancery, or, in the case of small charities, the County Courts, must be resorted to.

3747. Is it not a necessary consequence, that although in the case of a very large charity such proceedings may be very desirable, in the case of a small charity, in which an equally great proportion of abuses may exist, such a machinery as that is totally inapplicable, inasmuch as the expenses would swallow up the whole charity?—The expenses may be very exhausting to the charity. The evil is alleviated by the power of referring cases of small charities to the County Courts, and by the simplification of ordinary proceedings before the Court of Chancery; but still an amount of costs may be incurred very exhausting or embarrassing.

3748. Is the power to adopt proceedings in the County Courts given by your Acts, or is it contained in the County Court Acts themselves?—It is given by the Charitable Trusts Acts.

3749. (*Sir J. Coleridge.*) Your powers extend to examination into all charities, not merely those which relate to educational purposes?—To all endowed charities.

3750. Have you any mode to which you can refer us of distinguishing between the one set and the other, because our inquiries are limited directly to education. Have you any mode of distinguishing between the charities which relate to educational objects, and those which are for alms, or any other purpose?—That would be apparent on the trusts.

3751. Of course it would be, but do you make any distinction in your proceedings between the one and the other; do you make two divisions?—No, I think that there is no difference.

3752. (*Chairman.*) Do you not frequently find that the trustees of these charities are very unwilling to correct abuses when they are detected?—I think that this reluctance prevails chiefly in agricultural districts, where the administration of charities has devolved on trustees of insufficient personal qualification, and where a disposition to apply the funds to parochial purposes has prevailed.

3753. In such cases as those to which you have referred, what powers have you to compel these unwilling trustees to do their duty?—We must adopt measures for subjecting them to correction by the courts, if, when their duty is clearly indicated to them, they still disregard the trusts.

3754. So that practically you have no power to compel unwilling trustees to do their duty?—Not without resorting to the courts. We have no direct power over them.

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3755. So that, practically, the law in that respect remains precisely as it was before, except that the legislature has interposed a central board, who may call attention, and use their moral influence, to induce the proper persons, who had the power before, to take proceedings, and compel these trustees to do their duty?—The law remains as before, except that we may also invoke the interference of the Attorney-General in any cases, and that the proceedings in which the trusts may be enforced by the courts are much simplified. But I think that facilities for the appointment of effective trustees and for the establishment of schemes for the beneficial application of charities are much more generally required than the suppression of direct fraud or abuse in their management.

3756. I suppose I may infer from your last answers, that your Commission has no power of removing incompetent officers?—No; that power belongs to the courts, except that we can confer a summary permissive power on the trustees to remove officers for sufficient cause.

3757. (*Mr. Senior.*) Have the courts any power of removing incompetent officers, or those not guilty of gross criminal abuse?—I apprehend that the courts may clearly remove for incompetence or neglect of duty.

3758. Supposing that a set of farmer-trustees of a school choose to keep a bad master, can the court interfere?—I apprehend that the court has power to remove for incompetence or negligence, or any sufficient cause. If also schoolmasters or other officers of charities are found incompetent, or unfit from any cause, to retain their offices, we may confer on the trustees a summary power of removal, a remedy which it was before necessary for them to seek from the court, sometimes with great difficulty, and at the risk of incurring considerable costs. In one case which occurs to me the trustees, whose proceedings were in some respects irregular, incurred a personal charge of 1,200*l.* costs, though the insufficiency of the master was ascertained; and in another case, the trustees, though pursuing what appeared to them their course of strict duty, incurred a similar charge of 400*l.* A power of exempting trustees from such responsibility was greatly required, but still the authority with which we can invest them, being permissive only, may be insufficient for the interests of the charity, for the permission may not be used, and the exercise of the power is liable to obstruction. As this matter is important, I beg to mention some particulars of a recent case, in which a large majority of the trustees of a grammar school represented to us that the master was not a fit person to retain his office. We instituted a full inquiry into the matter, and in the result authorized the trustees to remove the master, which a large majority of their body proceeded to exercise. But one only of their number refused to concur, and the master retained adverse possession of the school buildings, of which there is no summary power to dispossess him. It has become necessary to file an information and bill in the Court of Chancery to give effect to the removal, and even the preliminary expenses are of relatively formidable amount, and the proceedings if continued may exhaust the endowment.

3759. (*Chairman.*) All this has taken place, as I understand, under the power which you are enabled to give to the trustees, to remove an incompetent officer?—That is so.

3760. (*Mr. Senior.*) Has not the schoolmaster frequently a freehold in his office?—Yes; it is constantly claimed by masters.

3761. In that case he cannot be removed?—He can be removed by

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the Court of Chancery, or by the trustees acting upon our authority, for sufficient cause.

3762. (*Sir J. Coleridge.*) In such a case you first satisfy yourselves of the fitness of the removal?—Yes. We direct our inspectors to institute full inquiry.

3763. And then you give a warrant for the removal to the trustees, authorizing them to remove?—Yes.

3764. (*Chairman.*) Are you able to say why, when the Acts were passed, the legislature conferred the power upon the Commissioners of enabling the trustees to act instead of giving power to the Commissioners to take upon themselves the responsibility of removing these incompetent officers?—I do not suppose that the practical insufficiency of our actual power was foreseen, and it may have been intended to reserve a discretion to the trustees.

3765. Could you not suggest other modes than those now adopted by which greater security could be obtained for the removal of such persons and at a much less cost?—I think that, if we are proper judges of the insufficiency of a schoolmaster, our authority to the trustees for his removal should be imperative on them, or we should be enabled to make orders of removal without any participation by the trustees in the responsibility, and that in either case the magistrates should be enabled to deliver possession. In the Grammar School Act, called Sir Eardley Wilmot's Act, there is such a power exerciseable in aid of removals made by the authority of the Court of Chancery.

3766. (*Mr. G. Smith.*) You would propose to empower the Commissioners to act *proprio motu* without the intervention of any trustee?—I think that in any case our order should be conclusive, though the trustees should in all cases be consulted. Our order now is simply permissive to the trustees to remove the master if they will, and if they can do so effectually.

3767. Have many schoolmasters been removed under this power?—Several; not very many.

3768. (*Mr. Senior.*) Not a large proportion?—No; it is very difficult to prove against a schoolmaster a sufficiently definite cause of removal, supposing him to have a freehold interest. Many masters have been appointed who are unequal to their duties, but were considered, at the date of their appointment, and according to the then estimate of qualifications, to be sufficient. It is very difficult to remove them if labouring in their duty.

3769. Would it not be a very proper thing if no schoolmaster were appointed, except probationarily, for the first year?—I think that any provision of that kind would be good, but not sufficient.

3770. Would not it be a great improvement, so that he should not be confirmed in his office till the beginning of the second year?—My own opinion is, that he should never be confirmed in his office to the extent of being irremovable; that he should always be removable, subject to protection against caprice or injustice by appeal, whether to our Board or to any other authority. He should be protected against injustice, but otherwise, as an officer of the charity, he should remain only so long as he advances its purposes.

3771. (*Rev. W. Rogers.*) I suppose that you now do not attempt to proceed against a man merely for incompetence; it is only if he is immoral, or something tangible of that sort?—Incompetence alone may be a sufficient cause of removal. We have lately had occasion to consider the propriety of removing a schoolmaster against whom there

were imputations of immorality; but the acts imputed to him were not recent, and it was very desirable to avoid public inquiry into them. The inspector found the children to be so uninstructed that their condition afforded conclusive evidence of incompetence or gross neglect in their master, and we authorized his removal on that ground.

3772. Your inspector goes down and examines the school and reports?—Yes; and the Commissioners found their decision on his report.

3773. (*Chairman.*) The whole of these proceedings from the description which you have given of them, must necessarily be expensive?—They become very expensive if it is necessary to resort to the courts for enforcing the orders, but not otherwise.

3774. Do the whole of those expenses fall upon the charity?—The services of the inspector are not charged to the charity, but any consequent proceedings in the courts must be paid from its funds.

3775. We have been speaking of the freehold interest which schoolmasters frequently claim, and the unwillingness also of trustees. When your inspector goes down, is there any power of insisting upon entrance into a school, and of making his inquiries upon the spot?—Yes, I consider that he has this power.

3776. You maintain that the freehold interest of the schoolmaster would not entitle him to forbid your inspector from entering his school?—I think, certainly not, and our inspectors have not encountered such resistance. The question has arisen between the trustees and masters of schools. We have known the case of the master having attempted to exclude the trustees from the school; but though the master may claim a freehold interest in his office, I conceive that he has no such title to the school buildings, and that the trustees are authorized and bound to enter, for ascertaining the proper discharge of the master's duties.

3777. When you institute inquiries, have you any means of enforcing answers to those inquiries?—Yes. If a person to whom inquiries can be addressed refuses to answer, our remedy is to move for a penal proceeding against him in the Court of Chancery, but no necessity for this course has arisen.

3778. (*Sir J. Coleridge.*) For a contempt?—Yes.

3779. (*Chairman.*) So that again you have to resort to the Court of Chancery in order to give effect to the powers, such as they are, which you possess?—That is so.

3780. Is that mode of enforcing answers to your inquiries given by a clause in either of your own Acts of Parliament?—Yes, and I think that our powers of specific inquiry are effectual. We are not empowered to question any person claiming property adversely to the charity, which is sometimes inconvenient, as if a person who should pay funds to a charity has the only evidence of the trust in his own possession, and should avoid inquiry by professing an adverse claim; but this inconvenience has not been frequently experienced, and the legislature has refused to provide against it.

3781. (*Sir J. Coleridge.*) Might he not in equity be interrogated now?—Yes, he might in equity.

3782. Therefore it would not be subjecting him to a power which might not be brought against him?—No, it would be no new power.

3783. If you had that power it would be no more than he is now liable to?—It would be the same liability only. The most common case which occurs is that of lands being subject to rents in favour of charities, where the evidence of the creation of the charge may be found only in

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the title deeds of the landowner, who would not be compellable to show them or to answer inquiry as to their contents; but such endowments are not generally important.

3784. You have said that you have five inspectors. I suppose that you keep them in full employment?—They are generally employed, either in the office or out of the office, but some much more actively than others.

3785. What class of persons are they?—Three are barristers; another had been, I think, in no profession before his appointment to his present office; the fifth was a solicitor in a borough town.

3786. (*Mr. Senior.*) You have no voice in their appointment, I think?—None.

3787. You are not even consulted?—We have not been consulted on these appointments.

3788. (*Chairman.*) By whom are they appointed?—By the Government.

3789. That is to say, I presume, they are what are commonly called Treasury appointments?—Probably.

3790. (*Mr. Senior.*) Practically, I suppose, an inspector holds his place for life?—Yes.

3791. (*Sir J. Coleridge.*) What is the salary?—800*l.* a year.

3792. (*Chairman.*) Would you not consider that, for so important a duty, it would be very desirable that those who are responsible for the acts of these inspectors should have some voice, whether positive or negative, in their appointments?—We think this most desirable, and that persons not familiar with our duties can imperfectly know the qualifications which would be most valuable in such officers; the combination of judgment and professional knowledge and general education which is required.

3793. Therefore giving, whether the Prime Minister or any other minister, full credit for integrity, and a wish to make a good appointment, he is not a person who can be sufficiently acquainted with the requirements of an inspector, and he is not likely to be able very readily to find a fitting person at the moment when he is required?—I think, for the reasons just given, that the minister may find great difficulty in making a fit appointment. We should consider it a great advantage if we could have some control over the appointment of future inspectors.

3794. You not only have no power of control over the appointment of the inspectors, but I apprehend that you have no power either to remove them or to procure their removal if they should be found to be incompetent?—In any extreme case we could make representations to the Government; but that would be our only course.

3795. (*Mr. Senior.*) It must be only in the grossest possible case that such a course could be taken?—Certainly.

3796. (*Chairman.*) So that an incapable appointment is practically saddled upon you for the life of the individual?—It would be extremely difficult to define the degree of inefficiency which we could make the subject of such a representation.

3797. (*Mr. Senior.*) Would it be an improvement if an inspector were appointed only for a certain number of years, we will say five years, with the power of re-appointment, but no claim on his part?—I should say that temporary employment would be advantageous, in the absence of effectual precautions against inefficient permanent appointments.

3798. (*Chairman.*) What list or statistical account of the various charities of the country have you?—Our principal means of information are afforded by the returns to Parliament under Lord Brougham's Act.

3799. The twenty volumes of Blue Books?—Yes; they are very manageable, having very good indexes and some digests.

3800. Have you any later accounts; have you any information obtained through the instrumentality of your own officers, through the inspectors, or otherwise?—We have the reports of the inspectors, the yearly accounts, and the correspondence of the office relating now to most numerous specific charities. We have registered also particulars of some thousands of charities not comprised in the former reports, but the information derivable from these sources is not reduced into the form of any digest.

3801. Have you in your office any digest of the schools by which you could ascertain their condition, or even their numbers, as compared with 1818. Some of the charities were inquired into so far back as 1818?—The reports, I believe, range from 1819 to 1837.

3802. Have you any digest (I am now speaking of the educational charities) of the schools which would show their relative condition now and at the period of the inquiry?—We should find it necessary to extract such information from the several sources to which I have referred.

3803. You have now given me a preliminary answer. Are these individual reports which you say are sent in by the trustees digested and formed into any tabular statement, or arranged in any way, by which you could compare the present state of the educational charities of the kingdom with their state at the time of the report under Lord Brougham's Act?—No; we can only compare the accounts of each separate charity as may be required, and our general information respecting schools which have not been examined by our inspectors is much confined to their income only and its application. Our information as to the instruction given in the schools and the number of scholars is very imperfect, for no persons are required to make returns to us of such particulars. Very many such schools differ greatly in their condition given, which would not result from their endowments alone. They are generally assisted by subscriptions, into which we are prohibited from inquiring, and by capitation payments, of which we have no returns. We receive only the pecuniary accounts of the endowments under the general law.

3804. Appended to the vast number of volumes of the Commissioners of Inquiry under Lord Brougham's Act are two volumes called an Analytical Digest?—There is such a digest.

3805. That of course applies to the state of the charities at the time of the report, which is now of considerable date. Have you anything in your office of a similar character, showing the condition of the educational charities at the present time?—We have no such new digest.

3806. (*Sir J. Coleridge.*) You have the means of getting at the information by comparison?—Yes, in the case of any particular school or charity. The accounts are so arranged as to be immediately accessible, and, as to any particular school, we could see what income was derived from its endowments at the date of the printed reports, and what is its income at the present day.

3807. Do you consider it to be a part of your duty to ascertain the state of the education?—We cannot do that generally, for no one is required by the law to make such returns to us, but when particular school charities are examined by our inspectors, the state of education

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in them necessarily forms part of their inquiry, and we have frequent occasion to require such information in the case of specific schools.

3808. (*Chairman.*) Do you not think that it would be very valuable to have some statistical account similar to what I have suggested at the present date. Must not this analytical digest be very much varied at the present day?—The digest, if applied to the present time, would require large variations.

3809. It gives the purpose to which the charity is applicable; the description of the real property, the rent, and the rentcharges, the personal property, the principal and interest, the total income, and then another column for observations. In short, do you consider that the digest which formed the completion of the inquiry under Lord Brougham's Act is a sufficient exhibition of the state of the educational charities at the present day for all practical purposes?—No, certainly not. Firstly, the funds derived from the same endowments for the purposes of education are materially increased, many institutions have received augmentations, and are altered in their character by means of subscriptions and funds of which no account is due to us. We consider in the result of a comparison of the present incomes of very numerous educational charities with the incomes assigned to them on the former reports, that their receipts from the same sources have increased generally about one fifth in amount. To these endowments are to be added the educational charities which are exempt from or escaped former inquiries, and the numerous schools which have been founded subsequently. The new accounts are constantly compared with the former digest.

3810. That is for the purpose of any individual case which may arise?—Yes.

3811. But do you not think that for general and national purposes it would be very valuable if there was some small statistical department (it need not be a very expensive one) attached to your office, in which such information as this was duly and regularly collected and classified?—I have felt it necessary to explain that our information which we could classify as to educational charities must be always imperfect; but still the pecuniary information which we possess respecting them, and our information as to the numerous other classes of charities with which we are conversant, might be classified with much probable advantage.

3812. (*Sir J. Coleridge.*) Supposing you have the information, which you appear to have, in a form accessible to yourselves, you have not it in a form in which the public could get at it if any inquiry was wanted at any time?—No; it would be necessary to collect it from very numerous accounts, for which our office establishment would be very insufficient.

3813. (*Chairman.*) Suppose that for the purposes of this Commission we were to ask you to supply us from the archives of your office with the exact amounts of all the Educational Charities throughout the kingdom, should you be enabled to give that information to us within any reasonable time, and without further local inquiries?—We should be obliged to institute local inquiry in very many cases, because it is most difficult to enforce the law which requires the annual returns to be made with regularity. We obtain them for any purpose of specific inquiry, but the officers in our establishment are constantly engaged in pressing for these accounts, and we are obliged to obtain very many by compulsory measures, a course attended with much difficulty. The former digests also represent the gross incomes of the

charities, and we find that where these are derived from real estates the deductions to be made are very large.

3814. (*Sir J. Coleridge.*) You used the term some time ago that the trustees ought to send into you these accounts. If they sent them in they would embrace pretty nearly all that we should want, would they not?—Yes, all the pecuniary information, but the trustees are not required to extend their returns further.

3815. (*Mr. Senior.*) Could not you give such part of the information to which the Duke's question referred as is in your office without further local inquiries?—Yes, we could give it with reference to the number of the charities of which we have returns.

3816. (*Sir J. Coleridge.*) About what proportion would that bear to the whole?—I think between three and four fifths.

3817. (*Rev. W. Rogers.*) What can you do to the trustees if they will not make these returns every year?—We can only move against them in the Court of Chancery, after serving on them specific orders in each case.

3818. (*Mr. Senior.*) Which you never do, I suppose?—We have instructed our solicitor in frequent cases to proceed against trustees withholding accounts, but it has never been necessary to proceed to attach them. They have submitted, I think, in all cases, on the institution of the preliminary measures.

3819. (*Chairman.*) In your sixth report you have made a statement as to schemes which you have framed not having been carried out?—Our experience of the result of proposing schemes to Parliament has been disappointing. We have repeatedly proposed schemes to Parliament which we have thought eminently desirable, but several have not been dealt with by Parliament, and we have stated our consequent difficulty in our reports.

3820. (*Sir J. Coleridge.*) You mean schemes for particular charities?—Yes; the only schemes which we have the power of proposing to Parliament are those which we consider that the Court of Chancery has not the power of effecting under its ordinary jurisdiction, but we have proposed schemes to Parliament which have not been discussed or have been rejected apparently without sufficient examination. I may refer to a scheme for a charity at Newcastle as an example of the latter class. The endowments of an ancient hospital there were found to produce 1,500*l.* a year, capable of considerable future improvement. That charity is applied in this manner:—There is a church or chapel, the incumbent of which receives a maximum stipend of 300*l.* per annum, fixed by the Municipal Corporation; of the remaining income, the master of the hospital receives a moiety, and the other moiety is divided among three brethren. But the hospital itself does not exist. There is no building, and the master and brethren receive its income as sinecure pensions. We found reason for concluding that the original foundation was for the relief of leprosy, and it was considered in the result of a very extended inquiry by our inspector, that the most beneficial application of this fund would be to establish a seaside branch of the infirmary for the relief of persons suffering particularly from scrofula, a disease very prevalent in the locality. We proposed a scheme to Parliament for that purpose, which was passed by the House of Lords after examination, and without any alteration; but the House of Commons, without any communication with us, rejected that scheme

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on the ground that it was within the power of the Court of Chancery to effect the same objects. Our opinion that it would exceed the power of the Court to effect all the objects of the scheme, had been confirmed by the knowledge that another charity at Newcastle had under very similar circumstances been reformed under the order of the Court of Chancery, which directed that a private Act of Parliament should be obtained for giving effect to its scheme.

3821. (*Chairman.*) The form, I believe, is, that each scheme is embodied in a separate bill for Parliament, is it not?—Yes.

3822. Are you aware of the plan which was adopted some 15 years ago, for the inclosure of lands in England and Wales, which plan has subsequently been followed out in measures for promoting the health of towns and other objects, the scheme being this, that, whereas in former times every inclosure of a common or waste land had to be carried through Parliament, in the shape of a separate bill, and was, therefore, liable to great jobbing in some cases, with a view to its being carried, and in others with a view to its unfair rejection, from some interest in Parliament, a commission was constituted, to manage the future inclosure of lands; but with a view to placing a check upon their functions, they are obliged, at least once in each session, and they sometimes introduce more, to introduce a bill, very short in its character, but embodying in a schedule every one of the inclosures which they have sanctioned; which inclosures have not the power of law until that bill has been passed into an Act, the power thereby reserved to Parliament being upon cause shown to reject the name of any inclosure from this general bill, and the practical result being, that I believe, that since that Act has been passed, no such rejection has ever taken place. I believe that it has once or twice taken place, in the case of measures for the promotion of the health of towns. Do you not think that such a scheme, if you have turned your attention to it sufficiently to be enabled to form an opinion, could not be engrafted upon your Commission, to obviate those great difficulties which you have just now been pointing out?—I think it would be most beneficial; I am only apprehensive that these measures would not pass through Parliament in the same manner; our experience is, that so many local interests are affected as to induce frequent contention.

3823. So there are with regard to an inclosure?—Yes; but they are not subjects of quite the same kind, so many persons being permitted to intervene in proceedings affecting charities though possessing no personal interests. For instance, I would mention the scheme which was passed for Dulwich College. That scheme would be much more beneficial if it were less restricted in its local application; but it was the result of much contention of persons insisting on very various interests. I do not think that a scheme of that kind would be passed through Parliament without similar difficulties. If these schemes could be submitted to the Privy Council, or any tribunal from which we should obtain an uniformity of decision on their principle, and where they would be considered in some judicial manner, this would be very satisfactory, but the plan of laying them before Parliament might be found very advantageous.

3824. (*Mr. Senior.*) Will you give an outline of the Coventry case?—The Coventry case was of this character:—There are very large endowments applicable to the distribution of loans and pecuniary doles at Coventry. The loan charities greatly exceed even any demand on them, and the unemployed surplus amounted to upwards of 20,000*l.*,

and was rapidly increasing. Of the charities distributed in pecuniary doles, one alone produced a very improving income of 1,100*l.*, and there were many others. The mastership of the grammar school was attached by an old Act of Parliament to the rectory of a large parish, offices which cannot be effectively discharged together.

The principal objects of the scheme were to sever the rectory referred to from the mastership of the school, though at the cost of transferring unavoidably a part of the proper school endowments to the rectory. To reconstitute the school on an improved and very comprehensive scale; to reserve an ample loan fund, but to apply its surplus and the dole funds, after aiding the grammar school, to the foundation and maintenance of an industrial girls' school on a large scale; to provide instruction to evening classes and by lectures; to build and endow a wing in the county hospital for the freemen; and to aid the dispensary; still leaving a considerable yearly amount for distributions of articles in kind and of pensions among the poor. All these objects were attainable with so large funds, though it was not proposed to affect any parochial charities or other important funds which were enjoyed by the freemen.

I believe that every branch of the charity, as proposed by us, and the principal objects of which had been strongly recommended to us by persons much interested in the town, would have conferred very great benefit on Coventry; but it encountered much local opposition, and no bill was ever introduced into Parliament for giving effect to the scheme.

3825. (*Rev. W. Rogers.*) What is the condition of the Coventry charities now?—I think that some proceedings have been pending in the Court of Chancery for a long time for applying the loan fund, but I do not know that any result has been yet obtained. The dole charities remain as before.

3826. (*Mr. Senior.*) They are very useful in the elections, I suppose?—It is probable they may influence elections.

3827. I find in an article in the *Edinburgh Review*, about ten years ago, this passage:—"The extent of the land reported by the Commissioners of Inquiry into charities, as ascertained by them to belong to the charities which they examined, is 442,915 acres. The greater part of this land is in the immediate neighbourhood of towns. Much of it, therefore, is building ground, and the remainder, from its situation, more valuable than the average land of England. At 100*l.* an acre, it would be worth more than 44,000,000*l.* But a large portion of the land is omitted; the quantity not having been ascertained. The sites of houses are also omitted, and a considerable portion of charity land is covered by them. In the first ten columns of the analytical digest of the Commissioners' reports, we find 775 houses; and as there are 824 such columns, if these ten be, as is probably the case, a fair specimen, the whole number of houses must be above 63,000; worth, at 200*l.* a house, more than 12,000,000*l.* more. To this must be added the value of rent-charges, mortgages, and funded property. And there must be further added the property of the numerous charities to which the inquiries of the Commissioners did not extend. On the whole, we are inclined to believe that the whole value of the lands, houses, rentcharges, and personal property, permanently dedicated in England and Wales to charitable purposes, is not less than from seventy-five to one hundred

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"millions." Do you believe that to be correct?—I cannot possibly say what principal value should be assigned to these endowments.

3828. Have you the means in the office of testing whether that is correct or not?—We should not know the principal value. We only know the income produced.

3829. That you can tell us?—We know what income the charities not exempted from the former inquiry produced, the sum being stated in the digest, which, omitting fractions, was 1,200,000*l.* at that time. One could with much labour ascertain the changes of value of these endowments, and add to the amount the income of charities omitted from the former returns, or which are of subsequent foundation, but the calculations can be approximate only.

3830. (*Mr. G. Smith.*) How much of that is the income of endowed schools?—The statements are all of gross income. The whole gross income of endowed schools at the time of the former reports was 312,000*l.*, and we estimate the aggregate increase of the income of the same charities at about one-fifth, judging from comparisons which we have made in various counties and localities, though in some counties, particularly in Lancashire, the increase is very small indeed, if there has not been an actual decrease; but the outgoings from the real properties of charities are frequently very large.

3831. (*Mr. Senior.*) And I suppose in many cases very unwarrantably large?—They would appear so. The endowments of charities frequently comprised very old buildings, the maintenance of which is unavoidably expensive, but still the outgoings are apparently excessive.

3832. (*Mr. G. Smith.*) Can you say at all how large a proportion of the income of the schools belongs to schools which have practically become appropriated to the upper classes?—No, that would be the result of very detailed inquiry. The schools cannot be classified with any certainty as classical or elementary by reference only to the terms of their foundation. Many schools founded as grammar schools are now the most simple village schools, and very many grammar schools are also now divided into classes for those requiring superior or elementary instruction only.

3833. (*Mr. Senior.*) Is it not the fact that very often the master of a school, called a grammar school, where a grammar school is totally useless, refuses to teach anything but Greek and Latin?—Very many such cases have occurred, and where the master has the hardihood, and it is his interest also to persist in the claim, he may still do so if no new scheme has been established for the government of the school.

3834. (*Mr. G. Smith.*) But I suppose that in estimating the interest of popular education in these schools, a considerable deduction would have to be made for schools, such as Rugby, Harrow, and others, which have become by long usage appropriated to the upper classes?—Yes, as in the case also of the Charterhouse school, Winchester, and Eton, and the upper divisions of many large endowed schools.

3835. (*Mr. Senior.*) I find this passage in Mr. Fearon's pamphlet:—"The practical working of the Act of 3rd and 4th Vict. c. 77. was for "some years that, with rare exceptions, no good schemes for improved "education were ordained unless whilst the office of master was vacant. "Latterly, the provisions of the Act have been more known, but it was "until lately generally understood, that if a master of a grammar school "were once appointed and no steps for a scheme were taken within "six months from the date of the vacancy, he was thenceforth in a "position to put a veto on any extension. In the case of an important "school in an eastern county some years since, the master of the Court

" of Chancery on a reference had approved of a scheme usefully ex-
" tending the education to be given. The schoolmaster refused to accept
" it or any scheme which should prescribe the teaching of anything
" beyond Latin and Greek. He continued to express his readiness to
" teach Latin and Greek, but no scholar came; the school was closed,
" and the buildings fell almost into ruins," such cases can occur now I suppose?—It is very possible. There is a case with which we are immediately conversant, in which the school has indeed only a very small endowment, but it has been held up to the present year by a master as a grammar school only, and he has had for a considerable time no scholar. It is, however, now vacant, and will be reconstituted by a new scheme.

3836. (*Rev. W. Rogers.*) Could he teach Latin and Greek do you think if it was necessary?—Yes; he was a gentleman of education, quite competent to do that. There are other cases in which the strict right of the master to confine his teaching to Greek and Latin is not insisted on, but still precludes objection to the insufficiency of his instruction in other subjects. Some new law relating to schoolmasters is most urgently wanted.

3837. (*Mr. Senior.*) This is the suggestion of Mr. Fearon, " That
" Parliament should by a general Act declare that from and after the
" passing of such Act the masters of all grammar and other endowed
" schools shall be deemed and taken to be officers of such institutions,
" and as such shall at all times be subject to such schemes, orders and
" directions as may be ordained, made or given by any Court or authority
" having jurisdiction in the matter of the charity in question, and that
" at the same time the third section of the Grammar Schools Act be
" repealed."—My own impression is that facilities for the removal and appointment of trustees and for establishing schemes for the government of charities and for the removal of schoolmasters, are the three greatest wants connected with endowed charities; if there were increased facilities for these purposes their benefits would be greatly increased.

3838. The third section of that Act to which Mr. Fearon refers, enacts, " That unless it shall be found necessary from the insufficiency of the
" revenues of any grammar school, nothing in it contained shall be con-
" strued as authorizing the court to dispense with the teaching of
" Latin and Greek, or either of such languages, there required to be
" taught, or to treat such instruction otherwise than as the principal
" object of the foundation; nor to dispense with any statute or provision
" then existing, so far as related to the qualification of any school-
" master or under-master." That is the clause which Mr. Fearon proposes to repeal; do you think that it would be advisable to repeal that clause?—Yes; I think so, clearly.

3839. (*Mr. G. Smith.*) I apprehend that a good many schools have been diverted from the class for which they were originally intended by the operation of those limitations, Latin and Greek being no longer a subject of popular education?—Yes, but in a greater number the master has been required to give instruction in other subjects, and schools have been divided into different branches for classical and more popular instruction.

3840. What is your experience of trustees, do you think from what you have seen of them that the powers reposed in them are likely to be actively and wisely exercised, generally speaking?—Trustees are frequently inactive in the management of charities, or leave the management too much to sections or individuals of their body, or even to agents. Great facilities for removing them are required.

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3841. Do you think that a power for altering the composition of boards of trustees, under proper authority, would be useful by diminishing their number, or otherwise altering their composition, or making a change with respect to trustees who are *ex officio*?—I think that a power is very much wanted of removing the inactive members, and to appoint others.

3842. (*Mr. Senior.*) At present all trustees are virtually appointed for life?—Yes, with the exception of *ex officio* trustees.

3843. Would it be advisable that they should be appointed only for a term of years, with the power of re-appointment?—This would depend much on the facilities which may exist for appointing other trustees, or of removing them for sufficient cause. I think that there should be very great facilities for these purposes.

3844. (*Sir J. Coleridge.*) Their services are almost entirely gratuitous?—Always wholly gratuitous.

3845. You have found sometimes that when you have pressed them for a particular thing, as you mentioned just now, the result has been that they have withdrawn. Would there not be some danger, if all these stringent measures were introduced, of finding a difficulty in getting competent persons to undertake the office?—I think that there might be that danger; it depends upon the nature of the new regulations, but I do not think that a regulation for removing trustees who do not attend to their duties could possibly be objected to.

3846. Who is to remove them?—It would seem that this power must be exercised either by the courts or the Charity Commissioners.

3847. And upon whose application is it to be done?—Application may be made by persons interested in the charity, or inhabitants of the locality in which it is applicable. The Commissioners also might proceed on their inspectors' reports, or other sufficient information.

3848. (*Mr. Senior.*) If you have considerable facilities for the change of trustees, some measure must be adopted to avoid the necessity of deeds of conveyance?—There is a corporate officer, called the official trustee of charity lands, and it would be very beneficial if the mere legal interest in charity lands, as distinguished from any powers of management, could be vested readily in him. At present an order of the courts must be obtained in each separate case for vesting this interest in the official trustee, and it is done to a most limited extent only.

3849. What power then would you wish to have?—It is very desirable that we should have a power of vesting this legal estate in the official trustee, without any order of the court, this would be of unqualified advantage to the charities. The official trustee has no power of interfering with the management.

3850. Might you not by a general Act of Parliament at once vest the legal estate of all charity lands in an official trustee?—This would be very practicable; but it must be accompanied by the creation of some larger powers of management than exist at present in the acting trustees.

3851. You might leave the powers of management in the existing trustees; but I am now speaking simply of that source of lawyers' bills called the legal estate; could not you at once, by an Act of Parliament, vest the legal estate of all charity lands in an official trustee, and make him a corporation?—It would be easy to make such a law, and the official trustee of charity lands is already a corporation for the purpose of holding land, but I am not prepared to say immediately whether any or what exceptions from the law would be required.

3852. There would be a great saving of expense?—Yes; because every time trustees of land are changed now, there is a very considerable expense arising from the conveyance of the land from the old trustees to the new.

3853. Do you think that you could turn that point over in your mind, and propose a clause which would be effectual for that purpose?—I think that the only question is, whether there are any exceptional cases, in which it would be inconvenient; it does not occur to me at the moment that there are.

3854. (*Sir J. Coleridge.*) Is there any expense except that of the conveyance to the new trustees?—That is the principal expense; but if land is vested in the official trustee, a majority of the acting trustees may execute leases, and perform all acts of ordinary management; whereas, if the land is legally held by the whole body of trustees—if there are 20 or more trustees of a municipal charity, for instance,—a lease must be executed by all those persons, and much additional expense is incurred in this and other acts of ordinary management.

3855. That does not result from the legal estate being out of them?—It depends upon the Act of Parliament, which, however, requires extension. The Act which creates the facility of leasing lands vested in the official trustee does not apply to sales and other transactions, but only to leases.

3856. (*Mr. Senior.*) If the legal estate was, as it of course is by common law, in all trustees, every trustee must concur in every act?—Yes.

3857. And there could be no valid conveyance from the old trustees to the new trustees except you could find the trustees who were living and obtain the concurrence of every one. It may be necessary to find who is the surviving trustee, and what is frequently more difficult, who is his heir or devisee, and this difficulty is avoided only by incurring the different expense of applying to the court for vesting orders?—I have no doubt that it would be very generally beneficial to vest the legal estate in the official trustee.

3858. Could not this be provided for?— I think so.

3859. (*Mr. G. Smith.*) Within your experience, have you observed any improvement in the interest shown by trustees in educational charities?—I think very great improvement. We have no doubt that the administration of endowed charities generally has been much improved, and that this improvement is extending steadily, especially in the case of educational charities. These matters have all become the subject of greater observation and interest; and there is an increased sense of responsibility with respect to their management.

May I revert to a question asked just now, as to the income of the educational charities. I see, by a note which had escaped me, that the endowed schools hitherto registered in our office, as not comprised in the former reports, are between three and four hundred in number, of which the aggregate income is about 20,000*l.* a year; and we do not include the cathedral schools in that estimate.

3860. (*Chairman.*) Are those which you have last spoken of charities under wills of persons who have died since 1842?—Not entirely. There were many charities omitted from the former reports, some were overlooked, and the Commissioners of Inquiry, applying apparently a very strict if not narrow construction to the law, considered not only the colleges in the universities, but also local charities of which the colleges are trustees, to be exempt from their inquiries.

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3861. (*Mr. Senior.*) We have talked a good deal about the actual abuses in the management of charities, but, I suppose, that a great deal more harm is done, or a great deal more good is left undone, in consequence of an application of charity funds which is perfectly legal, but either useless or mischievous?—I have no doubt that there are very large funds which could be made much more useful, under new schemes of management which are most desirable.

3862. In fact, much more harm is done by perfectly legal application than by illegal application?—I do not know that there is more harm. The advantages derivable from charitable endowments may depend upon a variety of local or other circumstances. I think, for instance, that small pecuniary distributions in towns are in many cases positively injurious; that pecuniary charities frittered into useless petty amounts are frequently mischievous, and that the indiscriminate allocation of charities, by the error or negligence of the trustees, is commonly prejudicial. In many places, also, there is an excess of charitable endowments for particular objects which it is on every account desirable to divert to other purposes. In such cases facilities for changing the application of the funds, or their mode of distribution, would be very beneficial.

3863. (*Chairman.*) Should you see any objection to a general power of diverting such charities to the purposes of popular education?—I think that a permissive power of diverting them to be exercised according to the circumstances of each locality would be proper. A provision for applying all dole charities to the purposes of education I think would be too general.

3864. If you approve of the general principle, how would you modify the detail?—I think that it should be done with the consent of persons who are locally interested.

3865. By those persons you do not mean the recipients of the shillings and the sixpences?—Certainly not; I mean the trustees of the charity and persons of condition and judgment in the locality.

3866. Do you not very often find a foolish jealousy on the part of such persons to the diversion of these charities, however insignificant and however valueless, or even however mischievous, and might not be the case if they knew that the revenue was to be removed from their own parish to a general fund for popular education?—I have no doubt that there would commonly be a great opposition to the transfer of local funds to any general fund.

3867. (*Mr. G. Smith.*) What do you say to giving the money wholly or partially as a reward to parents for bringing up their children well, even if you did not entirely divert it to the purposes of education?—This might well be done in the exercise of the discrimination on the part of trustees, which is primarily necessary to the beneficial application of charities. A general rule depriving persons who have no children would be unjust in many cases.

3868. (*Mr. Senior.*) Suppose the power were permissive to be exercised in each case?—I think that it would be considerably exercised.

3869. (*Sir J. Coleridge.*) You would hardly get a resident to divert the money from a particular fund to a general fund to be applied elsewhere?—I think not. I speak only of new applications of charities in the same localities.

3870. (*Mr. Senior.*) You might give the power to the Commissioners with the consent of the Privy Council, or something of that kind?—I think rather that the consent should be local at least in the first instance.

3871. (*Sir J. Coleridge.*) I suppose that there would be a danger of diminishing the amount of charitable subscriptions directly from such a parish if you diverted a dole charity, for instance, to the support of a parish school?—I think so if the diversion were made adversely; but that a permissive power to divert charities under the circumstances which have been referred to, and especially after some prescribed lapse of time from their foundation, (with whatever should be the proper consent, which I am not prepared to define at the moment,) would be very useful and largely used.

3872. (*Mr. Senior.*) I suggest the permission of the Privy Council?—I do not know that the Privy Council have sufficient local knowledge to administer such funds.

3873. For educational purposes the Committee of Privy Council know more than anybody; they have the means of knowing everything; they have the power of inspecting every school in every parish?—Yes, they would know the educational wants; though they have not the power (which it would be very beneficial that they should possess and exercise) of inspecting the endowed schools, but it is a question whether they would know the other wants of a parish and the actual benefit or operation of endowments for other purposes.

3874. They might easily obtain that knowledge by their inspectors?—The inspectors might receive representations, but more extended inquiries might be sometimes required than they could probably undertake. My own impression is that local consent should practically be the primary condition of any change.

3875. You mean a general compulsory power?—Yes; a general compulsory power, I think, would be wrong.

3876. But there might be a general permissive power?—Yes; I think this very desirable.

3877. Have you looked into the case of Frampton-on-Severn?—That case is still in the Court of Chancery. I have made some inquiries respecting it.

3878. One branch was for spending 1,000*l.* upon communion plate?—Yes, there was a legacy of 1,000*l.* for purchasing communion plate. It was wholly excessive, and the parishioners refused to accept it; then a proposal was made to apply it to the improvement of the church; and by a decree of the Court of Chancery a scheme for its application was ordered to be settled by the master. He refused to approve any proposal for changing the trusts, and by a decree made in 1851 (exactly 10 years after the death of the testatrix), the Vice-Chancellor concurring with the master ordered the fund to be reserved in the court. The matter was re-heard by the late Vice-Chancellor Parker, and again in 1853 by Vice-Chancellor Stuart, but no order has been made, and the fund, now represented by a sum of 948*l.* consols, still remains in the court.

3879–82. The sum, I think, was 1,000*l.*; do you happen to know what costs were incurred upon the subject?—There were other legacies for improving the church and churchyard, which were applied to those purposes by the order of the court. The whole costs have as yet amounted to 776*l.* 6*s.* 7*d.*

The witness withdrew.

Adjourned to to-morrow at 12 o'clock.

Friday, 20th April 1860.

PRESENT:

His Grace the DUKE OF NEWCASTLE.
The Right Hon. SIR JOHN COLERIDGE.
The Rev. WILLIAM ROGERS, M.A.
GOLDWIN SMITH, Esq., M.A.
NASSAU WILLIAM SENIOR, Esq., M.A.
EDWARD MIALL, Esq.

HIS GRACE THE DUKE OF NEWCASTLE IN THE CHAIR.

Thomas Hare, Esq.

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THOMAS HARE, Esq., examined.

3883. (*Chairman.*) You are one of the inspectors, I believe, of the Charity Commission?—I am.

3884. Have you occupied that position from the commencement of the Commission?—From the first appointment of the Commission in 1853.

3885. Had you at all attended to these subjects before your appointment?—Not before my appointment. I had been in practice at the Chancery Bar for nearly twenty years before, up to the time of my appointment.

3886. In the cases in which you have inspected Charities, what has been the first step in the proceedings?—The first step is an order made by the Board at a Board Meeting, directing the inspector to inquire into the state of the Charities in such a parish or borough, or whatever it may be, and whether any steps can be taken for their improvement, where improvement is required. Some formal words of this kind:—"Let Mr. Hare inquire into the Charities of the parish of St. "Luke, and into their present state and condition, and whether they "are susceptible of any and what improvement."

3887. Are any complaints respecting the Charity sent to you, accompanying that order?—It has usually been investigated by some person in the locality, or some circumstance has come to the knowledge of the Board with reference to the administration of the Charity; and if anything has been communicated, it is immediately referred to the inspector, whose business it is under that order to make the inquiry. All the papers, and communications which have been made are placed in his hand.

3888. Upon the receipt of that order, do you put yourself in communication with the trustees of the Charity, or do you immediately proceed to the spot itself?—The first steps are to examine, from the old reports under Lord Brougham's Commissions, what the Charities are, to communicate with some person in the neighbourhood, the clergyman, or, if it is a borough or corporation, the town-clerk, or the clerk of the Municipal Trustees, and to ascertain from him who are the present acting or living trustees, their names and addresses, and then the clerk of the inspector writes to them; he inquires first of all what time will be convenient for the inquiry, and, having ascertained that, the inspector appoints a day at some public place in the town, such as the town-hall, or, if there be no public place, then at some principal hotel, or some place where there may be an opportunity of assembling many persons, and he then proceeds from day to day

till the inquiry is completed. A printed notice is given to all the trustees individually, and to the clergymen and churchwardens; it is placed upon the parish churches, and, if there be schools or almshouses, it is placed upon the door of the school or almshouse. There are no funds for advertisement, and therefore everything is done by the circulation of notices,—by affixing them to any places where we have a right to affix them.

3889. (*Sir J. Coleridge.*) That is with the view of making the inquiry public?—Yes.

3890. (*Chairman.*) It is an open inquiry?—Yes, an open inquiry.

3891. Do you summon witnesses?—Our powers of summoning witnesses extend only to persons who are concerned in the charity; only trustees, or agents, or administrators, or persons having some function or some property connected with the charity. We have no power to summon any stranger.

3892. You say that your power extends to summoning these witnesses; have you any power to compel their attendance?—Non-attendance is a contempt of the Court of Chancery. No case has occurred in which attendance has been so enforced, and I am not aware that any case has ever occurred in which people have not attended; but the only process is by making it a contempt of the Court of Chancery, and therefore it must be by an order of the Court of Chancery to visit them with the consequences of a contempt.

3893. Have you ever had any instances of a refusal to attend or to give evidence?—I have never had any instance.

3894. (*Mr. Senior.*) Do you allow persons not connected with the charity to tender their evidence?—That is invited. I myself make it a point, in the first place, to invite every one present, and to elicit in every possible way the opinions and the knowledge of the persons who think proper to attend. Now and then it is a matter of very considerable interest, and you have the room full of people; but, generally speaking, perhaps only two or three of the trustees and persons actually connected with the administration of the charity attend. The most common case is that there is scarcely any one there.

3895. (*Rev. W. Rogers.*) Then you can examine strangers, though you cannot summon them?—We can take any examination tendered to us, but we cannot compel them to answer a question.

3896. (*Sir J. Coleridge.*) Is it an examination upon oath?—Upon oath, if necessary. I very rarely take it on oath, unless there be a matter in contest—some point actually in dispute.

3897. In the case of a volunteer witness, a stranger, could you administer an oath to him which would be binding?—It would be binding upon every person. It is only where there is a matter of personal inquiry on some point very much in contest in the locality that I think it necessary to take evidence upon oath; generally speaking, I have taken it not upon oath.

3898. There is no distinction between the obligation in the one case and in the other?—None at all.

3899. (*Chairman.*) How are the expenses of this inquiry borne apart from your own personal expenses?—They are borne by the consolidated fund. The whole of the expenses, the travelling expenses of the inspector and his clerk, and the expense, if necessary, of paying for a room, which sometimes happens, form a quarterly charge which is sent in by the secretary, and is paid by an order of the Treasury.

3900. The whole expense of this local inquiry is paid by you as inspector, and charged to the Commission?—Yes, the whole expense.

3901. (*Sir J. Coleridge.*) Have you the power of compelling the

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production of instruments, such as deeds?—Yes, all instruments and deeds, under the same penalty, that it would be a contempt of the Court of Chancery to refuse their production.

3902. (*Mr. Senior.*) But not on the part of landowners?—Not on the part of strangers. There is a clause in the Act, that if any question of adverse claim be made, the powers of inquiry cease.

3903. (*Chairman.*) Are you acquainted with the internal working of the Commission, apart from the external duties of the inspectorship?—With very much of it.

3904. To trace the process, you, of course, make a report as the result of your inquiry?—Yes.

3905. When that report is sent in to the Commission, what is the next action?—We annex to the report a short note independent of the report, pointing out whether any direct action of the board is pressing or is likely to be effectual; for instance, if there is a sum of money in the hands of two or three trustees, or a single trustee, which it is desirable should be paid over to the official trustees of charitable funds, or if the parties themselves are anxious to have some scheme framed, we make a note of that sort, so that, in the event of an application being made, attention is immediately called to it. If any abuse were of so striking a character that some steps should be immediately taken, it would also be made the subject of a report, and attention would be called to it. I am at this moment about to make a report on the charities of the French Protestant Church, which I think will require an immediate reference to the Attorney-General; I shall submit that to the board, and the board, probably, if they take the same view of it, will certify it to the Attorney-General for proceedings in the Court of Chancery.

3906. In cases where the action of the Attorney-General is not called for, or where a new scheme to be laid before Parliament is not required, has the board any other jurisdiction than that of giving advice to the parties and expressing its opinion as to what should be done to amend the management of the charity?—No other except sanctioning an application to the Court by the parties themselves, certifying to the Attorney-General for an official application by him, or laying it before Parliament. The Commissioners have no other power whatever except in the particular case of removing a schoolmaster or schoolmistress, or some officer of a charity, for special misconduct or incompetence. Upon the application of the trustees to do that, they can authorize the trustees to do it. I think that that is the only special power which they possess.

3907. They can authorize the trustees to do it, but they cannot do it themselves?—No.

3908. (*Mr. Senior.*) And they cannot compel the trustees to do it?—They cannot.

3909. Can you tell me what is done with the reports of the inspectors? are they preserved and ticketed and docketed in the office so as to be always accessible?—I think they are not brought together in one volume or in any series of volumes; but if there are any proceedings, such as applications from the locality, or any proceedings connected with a charity, that particular detached report will probably get attached to those proceedings, and the others will remain either in a closet or in some place until they are called for.

3910. But do they remain catalogued and docketed so that they can be found when they are wanted?—Some difficulty has been frequently felt in finding them; it is the business of the secretary's department when they are once placed there. I believe that a book is kept in

which each report, when presented, is entered alphabetically, so that the secretary could at any time tell what report had been made; but I am not sure that that index refers to any depository or would indicate correctly where a report would be found.

3911. I have been told, for instance, that in order to get at a report, it having been mislaid or lost in the office, it has been necessary to have recourse to the rough draft of the inspector?—I have heard that that is constantly so. My clerk tells me that there are constant applications made to him for the draft.

3912. The original having been lost?—Not being forthcoming.

3913. (*Sir J. Coleridge.*) In your report do you return the evidence which you take?—When evidence is taken in a formal way by question and answer, it is so returned. I then take it down in the nature of depositions; but, generally speaking, if it is a mere narrative, where there is no contest, it is not taken in the form of evidence; it is only when an important question arises, and the witness is sworn, that it is taken in that form.

3914. When it is taken in the form of a narrative the facts would be stated?—Yes; and if taken as evidence, it would be returned as evidence.

3915. (*Mr. Senior.*) Is there a want of staff and accommodation in the office?—Not that I am aware of. I believe that there is never any difficulty with regard to that.

3916. (*Chairman.*) What number of cases are you in the habit of inspecting in the course of a year?—It has varied very considerably. Expecting that a question might be put to me as to the number of cases, I turned over a volume containing a catalogue of all my reports, and it gives 3,670 as the number of charities in England and Wales since the commencement of the Commission in 1853, which I have myself investigated.

3917. Are those, generally speaking, charities of large amount, or are they sometimes of a very small amount?—Sometimes very small indeed.

3918. 3*l.* or 4*l.* a year?—Sometimes even 10*s.*; a vast number of them are extremely small, but there are a great many also very large, such as Sherburn Hospital, for instance, Dulwich College, Sir John Cass's schools, the Aldenham schools, Sekford Hospital, and cases of that kind.

3919. (*Mr. Senior.*) Do you know anything of Smith's charity?—Smith's charity is one of the general charities. I am not aware that it has ever been the subject of inspection. I know a good deal of it from meeting with it in its fragments. Mr. Smith gave various sums of money to be distributed under a power to be executed by his trustees, and they, immediately after his death, appointed shares of the property to various parishes in England, and therefore I have met with portions, 25*l.* or 30*l.*, of that charity in various parishes.

3920. The whole charity is very large, is it not?—Yes; the charity estate covers a great part of Brompton; and there are other estates. The whole of the property opposite the Kensington Museum, Thurlow Square, Onslow Square, Pelham Crescent, the property round the Consumption Hospital, to a considerable extent, all belongs to Smith's charity, by which one set of gentlemen have perpetually to look after the increasing family of the Smiths. A pedigree is kept by Messrs. Bray, Warren, and Company, very respectable solicitors in Great Russell Street. They have had two or three schemes in the Court of Chancery for settling the charity. When anybody wants relief from the fund, he applies there; they look to their record of

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birth and baptism; and if there are children who are to be put to school, so much is paid for that purpose; or if there are children to be apprenticed, there is so much paid for apprenticeship; and if aid is wanted in old age, there is so much given for alms. This will go on, and it is probable that at length the value of this charity will be 50,000*l.* a year.

3921. (*Rev. W. Rogers.*) May any Smith apply then?—No.

3922. (*Mr. Senior.*) I am told that there is a provision under Smith's charity for a decayed tailor of the family, and that a decayed tailor is always forthcoming?—No doubt; and you will probably find an indisposition to be too rich among the whole family of the Smiths; they will never be too rich to require this charity.

3923. How old is it?—I believe it is from before the Restoration—somewhere in the middle of the seventeenth century.

3924. It has been a perpetual entail then upon the Smith family, which has lasted now for 200 years?—Yes. There is this principle of the mortmain law, that, although you cannot, under the statute *de donis* or otherwise, found a family which shall endure by sending down an estate which cannot be alienated, yet, to perpetuate property in your descendants, you may found a family of paupers *ad libitum*. There are a good many of those cases existing in the country, and the obvious way of dealing with them would be to enable all the descendants of the family to obtain a sale of the property, and to distribute the proceeds among them upon a fixed principle; that might be done with perfect justice, and greatly to their satisfaction.

3925. There is a large provision for the Guy family—Guy's Hospital?—I do not know.

3926. And I am told that there was never a Guy who was not a pauper?—It is a very lamentable thing, no doubt, in its consequences.

3927. (*Chairman.*) You have stated that the direct powers of the Commission are very limited; do you think that those powers could be extended with benefit to the public?—With great benefit and perfect safety.

3928. What extensions would you suggest?—I should endeavour to separate the administrative functions of charities from everything judicial and everything contentious; and all the administrative functions I should vest entirely in an administrative board acting publicly, and obliged annually to report to Parliament all the important things which they had done in a short form, so that they might act entirely under public opinion. I should take all that power which is administrative entirely out of the Court of Chancery, which is a tribunal quite unfitted for the administration of charities, and which is only accidentally entrusted with that administration from its jurisdiction over trusts, but having no means of dealing with it systematically, having no principles to guide it, liable to be altered by the view of every particular judge, and having, in fact, no eyes or ears except to see or hear through an affidavit.

3929. Would you then supersede the power of the local trustees?—No. I should endeavour, by having a ready mode of constituting efficient local trustees, to increase their powers. I should by no means endeavour to place in a central board any authority which could be exercised by local trustees; but I should only make such a board the means of giving useful activity and beneficial scope to the functions of local trustees.

3930. You would give a controlling power over the trustees to the

Commissioners?—A controlling power, if they attempted to go beyond their sphere; but not a controlling power within their sphere. *Thomas Hare, Esq.* 20 April 1860.

3931. Would you propose to give the Commissioners a power to remove trustees?—No. I should think that that is an exercise of authority which is more or less an impeachment of the conduct or character of an individual, and I should consider that that would be a contentious matter which might still be entrusted to the Court of Chancery. But I would give the Commissioners the power of adding trustees. Where I found two or three charities having a similar object, or having objects capable of harmonious action, with two or three sets of trustees administering them, I would give the Commissioners power to combine those trustees. It is very commonly the case that there are schools in particular parishes which, by the survivorship of trustees, have come to be under the conduct of persons who have themselves no knowledge of education, and no means of ascertaining what the requirements of education are, or what public policy requires in the administration of charities. Where it has become so, I would give the Commissioners the power to add other trustees, the most active and most intelligent persons, and those who had taken the greatest interest in education (confining ourselves to educational charities) to the existing body, bringing thus together the property dedicated of old to public uses, and the progressive intellect to wield it. Although the deed of constitution limited the number of trustees to two or three or four, yet that should be no obstacle to increasing the body to a larger number. It is, in fact, what the Court of Chancery will always very readily do, adding to the number of existing trustees, even with regard to private trustees, where they think it necessary. I would not give the Charity Commissioners the power to remove any trustees, but I would give them the power of introducing new trustees into the body, and of also providing means for keeping up a succession.

3932. (*Mr. Senior.*) Do you think that, if power were given to the Charity Commissioners to remove trustees, there would be any danger of its being vexatiously exercised?—I do not think that there would be the least danger; at the same time it would be given with jealousy. It impeaches the conduct or character of the man who is removed. I do not think that it is a necessary thing. If there be such a flagrant misbehaviour as requires the removal of a trustee, you may still go to the Court of Chancery and remove him; but I am endeavouring to make the jurisdiction as inoffensive as possible, in order that there may be no jealousy.

3933. (*Chairman.*) May there not be many instances in which there is no impeachment of an individual trustee, say, for instance, where the holder of a particular office is an *ex officio* trustee, say the vicar of a particular parish, which parish is neither locally nor pecuniarily interested in the charity, and where, therefore, it would be very desirable that that individual should cease to be a trustee on account of the inconvenience to himself as well as to the charity?—I would allow him to resign, certainly. I would allow the Commissioners to accept the resignation of anybody who thought fit to resign.

3934. But where he holds *ex officio*, he could only resign the trusteeship as regards himself?—I think that that is met in this way. I would enable the Commissioners to keep up a succession. In the form of keeping up the succession, you may provide that on this particular individual ceasing to hold the office, no holder of that office in future shall *ex officio* be a trustee. I think you may add such a power, but it would be a very rare case, and I think it would scarcely be worth discussing, as, in my opinion, it would be so rare.

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3935. (*Rev. W. Rogers.*) Are there many cases where trustees do not attend the meetings?—Sometimes very great importance is attached to that, but in country districts—in rural places—I dare say that the business is done as well whether they attend the meetings or not. I do not know that there is much in attending the meeting.

3936. (*Mr. G. Smith.*) Is your general experience of local trustees favourable as to their zeal and judgment?—They generally, I think, do the best that they can. If they act injudiciously at all, I think it is from ignorance, and from the belief that they are bound to do what their predecessors did, and from the difficulty of making a change, and also from the fear of encountering odium if they make a change. For instance, I am told that in parishes or large towns like Norwich, and other places where a quantity of bread has been given away in the church at a certain time of the year, if a young clergyman comes into the parish and objects to it, and wishes to introduce an improvement or more useful application of the fund, he has his name chalked upon the wall, with "Who took away the bread of the poor?"

3937. As to the activity of local trustees, do they generally show an active interest in their trusts?—When the Municipal Corporation Act was passed, all the charities in boroughs were transferred to trustees to be appointed by the Court of Chancery, a body of trustees was then made up, and we generally find that they do not commonly attend unless something is to be given away. When any distribution is to take place, or any person is to be appointed to an alms house, they are commonly in attendance, but otherwise one or two persons generally manage the whole.

3938. Do you think that trustees have improved within your experience, generally speaking?—I do not know; they have partaken of the improvement which has gone on in deference to the opinion of society, but not in a larger degree than others, I suppose.

3939. (*Mr. Senior.*) I suppose that there is a good deal of jobbing in appointments — the appointments of schoolmasters for instance?—I may mention a case which occurred the other day at Reigate. There is a grammar school at Reigate, which may be made a very useful endowment. It has been the habit for the parishioners at large to elect the schoolmaster. Lately there was a vacancy. I inspected the charity, and I endeavoured to prevent an intended election, for there had been already, I was told, unsuccessful tradesmen who were utterly unfit for the office of schoolmaster, who had been canvassing the parish for the appointment, and we endeavoured to induce the trustees to apply to the Court of Chancery for a new scheme, appointing a body of new trustees, and vesting the appointment of schoolmaster in the trustees instead of in the parish at large. I do not know exactly how it stands, or how it has gone on.

3940. (*Sir J. Coleridge.*) Is it the parish school?—A grammar school. At East Retford there is a very large grammar school, the buildings of which cost, recently, more than 10,000*l.*; the endowment is about 300*l.* a-year. That is a parliamentary borough, and the object of the trustees in erecting a building of that sort was the expectation that they would have a very large boarding school, and that the trade of the town would be increased and the people generally benefited. There were a great number of candidates when the new master was appointed, about three years ago, and it was said the trustees felt themselves quite incompetent, being mostly tradesmen, to judge as to who was the best master, and they determined to take the tallest man. This may have been the gossip out of doors, for their selection was not denied to have been a good one; but still there is a great

school with capital employed to that amount, an educational institution which has cost in its site and buildings 10,000*l.*, with an income of 300*l.* a-year, which now only instructs twenty-six boys, and some of them, I believe, are not learning the Latin language; that is the full benefit which has been effected by so very large an endowment.

3941. (*Mr. Senior.*) Would it be advisable to require the concurrence of the inspector in the appointment of the master?—No, I think not.

3942. What check would you put upon the appointment of the master?—If it were possible, I would have something of this sort, that he should be a certificated master, or a master who has passed an examination. In the case at Reigate, I endeavoured to bind them to something of that sort, either that the master should be a master of arts, or that he should be a certificated master; that some qualifying check should be introduced.

3943. A certificated master would be a much better test than a master of arts?—Perhaps so.

3944. Would you have him appointed only probationarily and subject to confirmation?—I think that the advantage of schools of this sort would be much better secured if the emoluments of the master were made to depend, as far as possible, on his success; if, instead of having a certain stipend, which he is sure to have whatever his success might be, he were well supplied with schoolroom and all the apparatus of instruction and everything necessary for the proper conduct of the school, and then, that his remuneration should depend upon a certain amount of payment according to the number of his scholars. I think that, instead of his depending upon a certain income, which he would have whatever his school might be, and accordingly opening the competition for the office to all persons who want some quiet office in which they might go on for the remainder of their lives, or who want to marry or establish themselves in life, you would then open the competition chiefly to those who were likely to be successful masters, having first of all a certain standard of competency, and then letting them depend as much as possible upon their success. I think that, as those institutions now stand, a great number of them are impediments, and do a very small amount of good. They are great impediments against efforts which other persons would make if they were not in the way. I believe that many of these schools are inefficient in themselves, although not inefficient in anything that you can put your hand upon. You cannot say that the master is not competent to teach, and yet he is not generally a man highly adapted and generally gifted as a teacher. In fact, it is a protection to an inferior master, by which you exclude a good one. I believe that that is the case in a great number of instances; and, if the master's success were dependent upon his exertions and upon his qualities as a teacher, a very great thing would be gained with reference to the efficiency of these institutions.

3945. (*Mr. Miall.*) Do you think that it would be possible by any arrangement to convert these local educational endowments into general ones for education purposes?—It is perfectly possible abstractedly; but I think it is impossible practically in our present state of political institutions. You would never get the authority of Parliament to enable it to be done.

3946. (*Mr. Senior.*) We are not asking whether such an Act would be passed by Parliament; but if it were passed, do you think that it would be useful?—To what extent do you mean? combining certain localities or making one national educational fund?

3947. (*Mr. Miall.*) One national educational fund, contributed to by

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those endowments which are too small to affect the local advantage of separate schools?—It would be very beneficial indeed, if you could give to the localities the benefit of this aggregate fund in some way. I have no doubt that it may be given to them in a much more efficient way than they now have it.

3948. (*Mr. Senior.*) There are smaller changes which might be beneficial. For instance, a school is founded to receive the children of only one parish, the children of the neighbouring parishes might be admitted to it, and the restriction done away with?—Decidedly. Whenever that restriction has existed in terms, and it has been a matter which has come under my inspection, and persons have been unwilling that some children of a neighbouring parish should be admitted, I have told them that nothing was so communicable as education, that it was of advantage to them rather than otherwise to take those children in, but of this it is difficult to persuade them. The more that you can expand every institution, and every restriction that you can take away, there is so much gain.

3949. You are not aware of the value of any one restriction of that nature?—I think that if every school of the country was open to every child it would be beneficial.

3950. In many cases the education must be gratuitous, would it be advisable to enable the trustees to ask a payment?—Certainly, in all cases. If we can adopt anything as being a *cypres* principle (but I doubt very much there being a principle of that kind), it is that the Court of Chancery has lately adopted the rule of disregarding that portion of the trust requiring that education shall be entirely free and has imposed a charge; there is not any recent case in which the Court of Chancery has refused to do that.

3951. Such a power might be useful if given to the Charity Commissioners?—Clearly; there is no doubt about it. The difficulty in most of those schools is that of giving, in some way, the advantage of them in a measure to the very poorer classes. Now that occurred in the case of a grammar school at Sevenoaks which I examined. There happened to be an old school founded by Sir William Sennock, who received his name from the place; he directed especially that the boys should be taught, the teacher receiving nothing for his pains, making it as clearly as he could a free school; and there was a Lady Margaret Bosville, who established another school for the poorer children, which was an admirable school for them. Now the question was how you could give any benefit of the grammar school intended for the poor to the children of the poor who attended the other school, and for whom the other school was much better suited. You did not want, in the first place, to make the grammar school a free school, to bring it down to the condition of a national school; the only way which appeared to me was to have an annual examination of the children in the lower school, and to select a certain number, if there were any competent, to be raised to the upper school, and then that the entire expense of their education in the upper school should be paid out of the charity funds; so that that, without lowering the superior school, would give to the children of the poor attending the lower school, if there were any peculiarly gifted, the opportunity of being raised to the upper school. I do not know in what other mode you can carry out the intention of giving the poor a benefit of that kind.

3952. (*Chairman.*) Is that instance in an agricultural district?—Yes; in the county of Kent.

3953. Is there not this objection to your scheme, which at first sight appears to be very good, namely, that none will come forward to be

elevated to the upper school, for the reason that they must necessarily be of an age when employment will withdraw them, and that you, therefore, find your upper school with either two or three scholars, or entirely empty?—The Court of Chancery established a scheme for the upper school, and adopted in some measure that suggestion, requiring a payment, I think, of 2*l.* 2*s.* a-head for all the children attending it; and that, I believe, became a very good grammar school for the middle classes. Very probably the objection which you have mentioned would apply, and very few, probably, have ever been raised from the lower school to take the benefit of that provision. I cannot say how it has worked. I have never heard. Last week I returned from Bangor, in North Wales, where there is a grammar school with an endowment of about 300*l.* a year; and the value of the property there, in the middle of Colonel Pennant's estate, is capable of being increased to a very large sum. It was for poor men's children. They have several other schools in Bangor, the Wesleyan school, the British and Foreign school, the National school, and others. A few years ago they established, through the means of the Court of Chancery, a scheme for giving certain exhibitions for boys, to be awarded to boys who had been a year in the grammar school,—eight or ten exhibitions of 10*l.* or 15*l.* a year, the funds being thought sufficient, and the income capable of being very greatly increased.

3954. (*Sir J. Coleridge.*) Was there any reference to the place to which the exhibition was to be, any college?—It was to be an exhibition while they were in the school. We had two or three meetings of the trustees, and I proposed a plan, which was assented to by many, and dissented from by others, namely, that in the new school proposed to be framed those exhibitions should be given to children, not requiring them to be in the grammar school first, but to children who were in the National, British and Foreign, and Wesleyan schools, and that the examination for those exhibitions should be framed in the books and subjects which they were learning in the lower schools, so that the children in those schools might have an opportunity of getting into the upper school. By that means we should remove the difficulty, because, if the child of a labouring man got an exhibition of 10*l.* a year from the British and Foreign or the National school, that 10*l.* a year would dispense with his going to work, and we should give him the benefit of it.

3955. For what class of children is this upper school of which you speak intended? do the gentry go there?—Formerly, before the establishment of the collegiate schools of Liverpool, and so many schools in Ireland, it was attended by a great many of the better classes of Ireland, who came over to Bangor.

3956. Then it was a grammar school?—Yes.

3957. Is it a grammar school now?—Yes.

3958. Is it not found that the free grammar schools of the country decay very much from the circumstance that they are open to the lower classes, and that the higher classes do not like to send their children in consequence?—No doubt that is a very common cause of the deterioration in the character of those schools.

3959. It is very often found that a proprietary school close at hand, with no better master, is flourishing, when the free school is in decay?—There is a remarkable instance of it in the grammar school at Bath. Bath is a place where Sydney College and several other great schools have been established; there is an old grammar school there, and for years they had one of the most accomplished masters in the kingdom, Mr. Maclean, who afterwards died. The Court of Chancery established a scheme in that case for the education of forty free scholars. I think

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that when the scheme was before the master (I was so told) it was proposed by the trustees that a head money of two or four guineas a-head should be paid by those boys for the purpose of making it a better sort of school. There was an abundance of schools for the education of the poor in Bath; but the view which the master then took of it was that there should be no charge, and that it should be free. It is under the management of the municipal trustees, and the consequence was that they often put in the children of the lower class of tradesmen, bricklayers, and others of that sort, not the poorest, but the lower class of tradesmen—mechanics, who could well have afforded to pay 10*s.* or 15*s.* a quarter themselves, but who saved it by sending their children to the school. Mr. Maclean expended a large sum of money, in the hope, from his own reputation, of making it a very first-rate grammar school, but the forty boys whom he was obliged to introduce of this character prevented him from getting up a good grammar school, and the property which he invested in it was sunk, and the school was far less successful than the others in the neighbourhood, Sydney College and other places.

3960. (*Mr. Senior.*) And I suppose that the boys coming from the lower tradesmen class did not receive the sort of education which they wanted?—Just so. They complained very much that they wanted a more commercial education than they received.

3961. They went there to save money; but they were taught Latin, which they did not want to know?—Precisely.

3962. (*Rev. W. Rogers.*) You would not throw open the grammar schools to the poor children, but you would raise them more?—Yes, I should like to throw them open to the poor children; but I do not know how to do it in any other way without lowering their character for the more advanced kinds of education.

3963. (*Sir J. Coleridge.*) At a great school at Broomsgrove it is done thus by the present master:—He has, at his own expense, opened a lower school, and he sends there the poorer children, and they derive all the benefit which the charity ever intended them to have. Then, having done that, he has a large boarding school, a great upper grammar school, from which he remunerates himself?—That is substantially so, if there be in the town, not furnished by him, but by voluntary subscribers or others, a good school which supplies education for the poor people for 2*d.* or 3*d.* a week.

3964. I believe that his is something better; it is a middle class school which he has established besides?—In some places those schools are absolute impediments to the establishment of lower schools, but where they are not impediments to the establishment of lower schools, then the people by means of those lower schools have all that they can usefully have; and I do not know of any mode of introducing the poorer children to a superior school except by having an exhibition or a small fund to relieve them from the necessity of work and to bridge over the difficulty between their position and the position of the other class. Without something like an exhibition, I fear that the higher school would not be equivalent in the eyes of the parents to the 1*s.* or 1*s.* 6*d.* a week which they would make at work, and therefore they would not go unless you could afford them something also as a compensation or the loss of their labour.

3965. (*Chairman.*) Are you aware of the total amount of educational charities of the kingdom?—I do not think that there is any statistical information which would furnish that. I last night referred to the book of Sir James Kay Shuttleworth, who took some pains to ascertain it, and he brings it to between 400,000*l.* and 500,000*l.* as the amount of

the educational endowments; about half a million. I am not aware of any accurate statistics.

3966. You are not aware of about the amount of what you may call the smaller educational endowments. I speak of those which are in aid of schools, but are insufficient for the maintenance of a school?—I do not think that it has been separated; I am not aware of any statistics which separate it.

3967. May it not be said to amount to upwards of 200,000*l.* a-year?—I should think so.

3968. Probably nearer 300,000*l.*?—I should think so; there has been an enormous increase in the value of all charities from the circumstance of the property being near towns, great cities, and populous places, so that if we now had the statistics of its value, we should find it incalculably increased. I find that everywhere it has been converted into building land. In London a great portion of Hackney belongs to Sir John Cass's school; it is now covered with buildings. Sir John Cass's school will, I suppose, furnish a free education, clothing, and board to all the children of the ward of Portsoken for ever.

3969. My present question is not applicable to such cases as those to which you have been referring, but to the minor educational charities, 4*l.*, 5*l.*, 10*l.*, and sometimes 20*l.* a-year left by benevolent individuals to particular parishes throughout the kingdom, and which are, generally speaking, either jobbed or so applied as to be perfectly inefficient for their original purpose. Have you ever turned your attention to that subject? and if so, are you able to give the Commission any suggestions as to how those funds might be made most available, either locally or generally, for the purpose of education?—Does the question refer to small funds already devoted to educational purposes or devoted to other purposes?

3970. I will not say already devoted, but designed by the wills of the donors?—Where those small sums exist, they are applied, I should think, in the great majority of cases now in aid of the national schools or in some useful way. We are gradually getting rid of dame schools. We find that in some places they perhaps pay 5*l.* a year to some old woman to educate a few little children, but I think that whenever such employment has ceased, it has scarcely ever been resumed. I have never found any cases of a very recent appointment of that sort. I have found old women receiving these sums of money, but they have usually been receiving them for many years past.

3971. (*Sir J. Coleridge.*) Are there not many cases where small sums of that kind have been added to the endowment of a free grammar school?—Yes, it has very often been done. We find in most cases of grammar schools that some little addition of that kind has been made.

3972. In all cases there would be, I suppose, a vested interest, however ancient, they most likely would be all cases of vested interest?—Yes, I presume so. Amongst those smaller sums I should think that the aggregate amount wasted or administered in a useless way would be very large; the sums themselves would be small in detail, but the number of them would be very large I should think.

3973. (*Chairman.*) Are we to understand you that your opinion is that the cause of popular education could not be assisted from these small educational charities to any perceptible degree greater than that to which they already contribute to it?—I do not think that it could be by bringing those funds together, whether they could be made use of as a means of inducing individuals to contribute, whether they could be made to stimulate in any degree the benevolence of individuals by placing them as a sort of nest-egg, if I may so speak, for something

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more, placing them in the hands of the active, zealous administrators of other school charities or setters up of schools in the neighbourhood as something to begin with is a question; but I do not think that by taking those funds and bringing them together in one fund much would be done.

3974. (*Mr. Miall.*) Do you not think that it would be possible to arrange districts, such, for instance, as a county, where all these minor educational endowments might be administered as one fund for the benefit of the county?—I think that something of that kind might be done if you could make the spot on which the administration is to take place accessible, so that you could make it clear to the particular parish or place whose fund is taken that they will be benefited in a larger degree. I do not think that there would be much resistance to such a mode of administration, and it might be made very useful.

3975. (*Mr. G. Smith.*) Are these small charities pretty evenly spread, so as to render such a plan fair?—I do not think that they are very evenly spread. I think that they will be found in old localities. Where new localities have grown up, I think they are very few; you find them in old cities like Norwich and Exeter, and places of that kind where the population was formerly seated; it has not been a mode of modern benevolence.

3976. (*Chairman.*) There is another large class of charities, not specifically devoted to education, but to what may be called doles; do you think that those charities, which public opinion now believes to be very uselessly applied, could be rendered more efficacious by being applied to the purposes of education?—No doubt of it.

3977. What mode would you propose to adopt to effect that object?—It would be a part of the general mode of dealing with this subject. If, instead of rendering it necessary that everything should be done by means of the Court of Chancery, some itinerant functionary, either an inspector, or an assistant commissioner, or a commissioner, visited those places, and if he were aided, as I think he should be, by the council of the department of education (where education is concerned, I think it very desirable that he should be aided by an inspector of schools), then a public meeting might take place of all persons interested, such as that which we now hold, and a plan of administration could be settled, with general consent, which would be something like a compromise between those who wished to preserve the doles and those who wished to benefit the poor in another form; and an order could be then made which constantly parties would be quite disposed to acquiesce in after having heard the matter discussed and the effect explained, so that this fund should be transferred to an educational fund, and administered by persons who were resident on the spot and capable of administering it. I have no doubt that great good might in that way be done. That should be done in an elastic shape, so that if there were a number of poor persons receiving bread, and if there were a number of poor persons in a list, which is constantly the case, receiving 2*s.* 6*d.*, 5*s.*, 7*s.* 6*d.*, or 1*l.* at Christmas or on St. Thomas's day, which is the common mode of distribution, if you could say, "Let "each person who has it now continue to receive it, but do not appoint "any more," I think that a compromise of that kind could be most usefully made. Such an order might be made and carried into effect without exciting apprehension or alarm, or inducing the poor to think that they were deprived of what they had formerly had. I think that you might safely, by such an elastic process bring waste funds into the service of education, and not only do that, but make beneficial what is now really demoralising.

3978. (*Mr. Miall.*) By an order to be made by the Charity Commissioners?—An order to be made by an itinerant authority, either a commissioner or an inspector, confirmed subsequently. If necessary, let him have the same qualification as he must have had to have been a master in Chancery; say that he shall be a person having an equal amount of experience so that the same guard may be imposed as could be reasonably expected to exist if the matter had been brought into Southampton Buildings, and determined by a master in Chancery.

3979. (*Sir J. Coleridge.*) Do you mean that you would have such a person as you describe resident?—No, only as is done now; when any improvement is suggested, the state of things is inquired into. Let there be public meetings, and the business pointed out, and let the parties attend who have that business to do; let an order be then made, subject to the confirmation of the board, or any other confirmation which you may think proper, and let that be the administration for the time to come, until altered by some further circumstance.

3980. That would bring you to getting the fund into your hands; but how would you appropriate it?—I contemplate a part of the order to be the appointment of trustees upon the spot to administer the fund.

3981. His Grace's question went, "having got the fund to applying "it to the purposes of popular education," and my question is founded upon that. When you have got it you would then apply it to the purposes of popular education. Would you apply it locally in the parish or put it into the hands of some central board to be applied generally?—I think I must apply it locally, otherwise I should get no local assent. I mean in that locality. I think that people would be disposed to be communicative as to the advantages of the fund in the neighbourhood; but I do not think that they would like to see it carried away to the county-town or to London.

3982. (*Mr. Miall.*) Within the same parish?—Within the same parish, or within accessible distance. I do not think that there would be any difficulty about that.

3983. (*Mr. G. Smith.*) Where would be the advantage of forming a county fund if you only returned the money to the parish from which it was taken?—That might be a question of organization. If you had a county fund, you might possibly have an interchange of teachers. Take, for instance, the case of modern languages or drawing or music being taught, one person might attend several schools. However, that is a matter which I have not considered. I have not thought of a county fund. I would advocate a county fund upon this condition only (I will not say whether it is practicable or not), that you could make it apparent to the people of the locality that they would not lose by the consolidation of the fund. You must make that apparent. There would be an obvious injustice, which would revolt an individual in a particular parish if he were told that 10*l.* a year was to be taken away from the parish to the county, and that the parish was not to have the benefit of it.

3984. (*Sir J. Coleridge.*) He would rather that the old woman of the parish had it than that it should go out of the parish?—It would be so, I think.

3985. (*Mr. Senior.*) At present the Charity Commissioners act only when their attention is called to the subject?—Just so.

3986. Do you think that it would be advisable to have some machinery by which they could detect abuses which were not pointed out to them?—I suppose that the present machinery is perfectly adapted to that. I have had some cases myself where there has been a very large city, and the charities have been very extensive, and I have had

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an order to inspect them without any particular complaint having been made. The machinery is open to that employment at present.

3987. Is your time fully occupied?—Yes.

3988. And that of all the other inspectors?—I cannot answer for the other inspectors.

3989. (*Sir J. Coleridge.*) Many of the cases are very small, and are gone through in a day?—Yes; but many singly occupy a great many days or weeks; such cases as Dulwich College and others.

3990. Have you any reason to suppose that you are more occupied than the other inspectors; or do you think that you are about equally occupied with them?—I have no reason to suppose that I am more occupied.

3991. There is no rotation. It is not that No. 1 goes to you and No. 2 to another inspector?—Not at all.

3992. (*Rev. W. Rogers.*) Suppose that you go to one of these towns or places and make a report, and that "not pressing" is put upon it, what action is taken upon that?—The Charity Commissioners have no power and no means of acting adversely.

3993. They have the means of proposing a scheme to the trustees, have not they?—They have.

3994. Do they ever do that?—In some cases I believe.

3995. I remember that some years ago you came to the city of London and to St. Luke's parish, and a great stir was made, and you made a report, I suppose; was anything done upon that report?—I think not.

3996. What has become of the whole of that?—It is in the archives of the office, I suppose.

3997. The Commissioners have never proposed any scheme to the trustees?—I do not think that anything has been proposed to the trustees.

3998. Then, in fact, the whole of your time was lost, and the whole of the inquiry was fruitless?—The effect of an inquiry at all times, and the knowledge that an inquiry is possible, and may come at any moment, no doubt is very salutary. The inquiry had specially in view the interest of the parish in Dulwich College.

3999. Do you send down to the trustees a scheme?—I have no doubt that many schemes have been sent. In the city of Hereford, after a long inspection in that city of the charities, including those connected with the Dean and Chapter, I suggested several schemes for the alteration of some of the hospitals, and the appropriation of the funds to educational purposes, which was strongly advocated by Dr. Dawes, the Dean of Hereford. The suggestion was sent down to the trustees, the Dean and Chapter of Hereford; they put a veto upon it; they considered it to affect the patronage of the Cathedral body, I presume. There would have been alterations which the Court of Chancery, in its ordinary course, would not have adopted; and the only mode would have been by laying them before Parliament. That mode has not been encouraged, because in many cases when the Commissioners have laid schemes before Parliament, Parliament has done nothing. In the Coventry case a beneficial scheme was laid before Parliament for taking funds now given away among the freemen of Coventry, and which cause, no doubt, extensive demoralization. It was proposed to employ them for industrial schools, and schools for the children of freemen; but Parliament, or the Government, was not disposed to attack the freemen of Coventry.

4000. (*Chairman.*) Are you aware of the causes which have interered with these schemes in Parliament?—It requires the action of

Parliament. No bill has been brought in. If a bill is brought in, it must be brought in by the Government. The Government has perhaps reasoned thus, "These are matters in which there is no great public "interest. Local opposition may probably be got up; the Government "may be beaten upon it, and we shall be told that the Government has "been beaten." These are things which they do not wish to encounter.

4001. So that you find that in matters possessing but little general public interest, local interests prevail, and either prevents the introduction of a bill for effecting those schemes or defeat the bill if introduced ?—Certainly.

4002. Are you aware of a plan which began with the Inclosure Commissioners, and which has been subsequently adopted by Parliament in other cases, by which, instead of bringing in a separate bill for each inclosure, the Inclosure Commissioners arrange all the practical details of the measure, and then, by a short confirming bill, annually brought in, the whole of the inclosures being named in a schedule, effect is given to the awards of the Commissioners ?—Yes; if the structure of the Charity Commission continues, that plan ought to be adopted, for nothing can be more absurd than filling a whole volume of statutes with schemes of the Charity Commissioners, as has been done in cases heretofore. During the last two or three years many pages of the General Statutes have been occupied with schemes about the meetings of trustees and details of that kind, which are of no value. But I think that there would be great difficulty, if several of those schemes were combined in one, to pass them by one general Act. It is quite different from an Inclosure Act, where all parties are concerned in getting the Act passed. You would combine a number of local schemes, to which there would be local objections, and you would not at all diminish, but, perhaps, increase the difficulty of the Government carrying the bill through. The only effectual mode, as it appears to me, of dealing with the matter, would be for the board to lay before Parliament, in a series of clauses, every new principle of application which they propose to adopt, that such a fund heretofore applied in doles in such a city shall be applied so and so,—the simple principle,—the clauses being numbered; that should be laid before Parliament at the commencement of the session, within a certain period; and if, during the whole session, there was no vote of either House repudiating any one of those provisions, it should tacitly become part of the law of the land. I see no objection to that; it is done in other matters; it requires no action. On the other hand, if anything were attempted to be done which public opinion would not justify, and which ought not to be done, it would be open to any member of Parliament to move a resolution that such clause be not carried into effect.

4003. (*Sir J. Coleridge.*) How would that operate, supposing that there is local opposition to clause A, local interests being very much affected by it, and that they attack that clause; would not the Government be in the same position ?—No; it is the act of an administrative board. The Charity Commission is separated from the Government in this respect, that I believe the Commissioners are not removable; they are placed in the same position as the judges.

4004. Somebody must be in Parliament to defend the clause ?—There is a Parliamentary unpaid Commissioner who would be in Parliament to defend it. I should be often perfectly content to lose one clause if I got all the other useful ones.

4005. (*Chairman.*) Do you mean that you would lay each scheme before Parliament ?—The prihciple of it, not in the way in which the schemes are now laid. They now go into the meetings of the trustees

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and the appointment of the clerk, and so on, but the substance and principle of each scheme in one clause or two clauses, which really governs the whole should be laid before Parliament as a part of the report, as the reports are now laid before both Houses of Parliament at the commencement of the session, each of those schemes being numbered and contained in an appendix or in a list, No. 1, 2, 3 to the end; so that it would be open to any member of either house of Parliament to separate one from the rest, and to repudiate that one.

4006. Do you not think that your objection to the scheme which I suggested to you is not a practical one, namely, that interests would combine to upset the general bill? Would not the course taken be that which has been taken in the case of the Health of Towns Act, which was passed some few years ago, namely, that those who objected to the provisions for a particular town would move that that town be omitted from the schedule?—It might possibly be so.

4007. And therefore the objection which you feel would not arise, inasmuch as the member would have to show cause to the whole house why that town or locality should be omitted from the Act, and the whole house would have in its judicial capacity to decide whether those statements were well founded or not, instead of as now the separate bills going before the tribunal of a Select Committee, which is sometimes in a great hurry to get rid of the subject, and sometimes very little conversant with it, and liable to be influenced by the *ad captandam* arguments of the counsel who has been engaged by the opponents of the bill to make the best and most plausible case he can against it?—I think that it would be a vast improvement upon the present system; but I think that the other system which I suggest would be a self-acting one, and have all the public advantage of the veto of Parliament.

4008. Assuming it to work, it would of course lead to pretty nearly the same result; but do you not think that Parliament would in all probability be willing to concede the one and would not be ready to concede the other. By the plan which I suggest to you, and which has already been tested, Parliament retains its jurisdiction complete, because the general bill has to go through all the stages of first and second reading, committee, and third reading, and again has to go up to the house of Lords, whereas by your suggestion a measure may escape notice altogether; it is laid on the table of the house, the member representing the locality may be ill or absent from some other cause, or indifferent, and if he takes no notice, nobody else will, and the measure may therefore slip through unnoticed by Parliament, and its inconvenience and evils, if any, may only be discovered when it is too late. Would not that be the argument of Parliament for refusing to assent to such a proposal?—Effectual guards are now imposed by requiring the greatest publicity to be given in the locality and to every person affected, and requiring that the scheme shall be publicly known and deposited in some public office, where it can be referred to for a month before; and those guards may be thrown round it to any extent, so that the attention of all persons interested may be abundantly called to it. That plan of providing that certain clauses shall tacitly become law without an Act of Parliament has been adopted in giving validity to the rules of procedure in the Court of Chancery.

4009. (*Sir J. Coleridge.*) And in the courts of law too?—Yes. I would observe that I think it an essential point that we should get rid of the jurisdiction of the Court of Chancery in all administrative matters. That jurisdiction has been reserved to the Court under the idea of its being a protection to some interests, but it is no protection; you could find examples of the most extreme alteration being made by

the Court of Chancery, and examples of the slightest alteration being refused; an alteration has been made so extreme as the repeal by an order of the Court of Chancery of an Act of Parliament, and an alteration so small as the slightest modification of administration has been refused.

4010. (*Mr. Senior.*) The expense of any application to the Court of Chancery is enormous, is it not?—Yes; and the circuity altogether is objectionable.

4011. In the case of a small charity the expense is ruin, is it not?—I think not so now, but it amounts to a very considerable inconvenience.

4012. (*Sir J. Coleridge.*) Can you state how the county court jurisdiction has worked?—It has worked very well, for this reason that it has been so guarded. In all applications made to the county court, the scheme to be laid before the county court is settled by the board before it goes. There is scarcely any case now in which the judge does not immediately assent to that scheme, and then the order is confirmed by the board. It forms in those cases in which it applies rather a circuitous mode of getting an order of the board confirmed, but it is a very useful one.

4013. And it becomes, in most cases, not an expensive one?—Just so.

4014. Would it be desirable to extend the amount to which the county court has jurisdiction from 30*l.* to say 100*l.*?—If the jurisdiction of a court of justice in those matters is to be continued, it would be desirable to extend it.

4015. May it not happen that the difficulty of a case is quite disproportionate to its value?—Certainly. You may have the gravest question where the amount is small.

4016. In that case it might be objectionable?—Yes. I have mentioned the case of the Bangor grammar school; there have been three or four public meetings, attended by the most respectable people there. The school was founded by a former dean of Bangor, I think, and the management is vested in the dean and chapter of Bangor. There is now a most desirable concord of opinion with regard to what should be done. The dean and chapter are now by circumstances reduced to one or two active persons; they are desirous of introducing into their trusteeship a lay element. It was perfectly agreed, with the consent of all the members of the chapter present, the late member for Bangor being present, and the public generally, at a large meeting, that the trust should be hereafter formed of the Bishop of Bangor *ex officio*, the dean and chapter *ex officio*, the members for the borough, and the member for the county, and four other persons to be elected, so as to give it public confidence. I believe that there was scarcely any difference of opinion with regard to what the new scheme should be, yet that must be carried through by an application to the Court of Chancery at a very considerable expense, of perhaps 100*l.* or 200*l.*, and probably it might not be done before some change had taken place in the views of persons present at the former discussion, and afterwards there might be opposition to it, and it might not be done at all. If the members of the cathedral body should undergo a change, and other persons come in, taking a different view, and refusing to introduce a lay element, which is possible, the scheme might be frustrated. The Court of Chancery has decided, on its being opposed, not to introduce a new element into a corporation. If a commissioner or inspector acting in that manner had the power on the spot to make a provisional order, subject to confirmation by the board, and so to form a scheme, it might be done in the Bangor

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case, at this moment, with the assent of the inhabitants, as well as the assent of the trustees in the locality.

4017. (*Rev. W. Rogers.*) It was the same in the Bristol case, was it not?—Yes; and they were obliged to go to Parliament. There is a scheme now in the report of the Charity Commissioners of this year for Archbishop Tennison's school, near St. Martin's church; the whole object of an Act of Parliament in that case being to appoint a body of trustees, and enable that which was formerly a library of divinity to be sold and the whole converted into a school.

4018. (*Mr. Senior.*) In that case the value of the charity, perhaps, is not above 400*l.* or 500*l.*?—About 1,000*l.* and the library.

4019. Have you often observed the inconvenience of the legal estate in charities being in numerous trustees, so that every one must concur in every lease and in every transaction?—That is partly obviated now by Parliament. There is now a clause in the Act (the clause is not so effectual as it might be) which enables the legal estate to be vested in the official trustee of charity lands. The difficulty of acting under that enactment is this: I think that upon the construction of the Act it will appear that that cannot be done without going to the Court of Chancery or to the County Court, to make the order.

4020. Do you see any inconvenience in one general Act of Parliament vesting the legal estate of all charity lands in the official trustee?—I see none; it probably may be objected to by the administrators of very large charities, such as Christ's Hospital.

4021. It would simply vest the legal estate, leaving to them the whole management?—Just so. I have no doubt that in the case of Guy's Hospital and Christ's Hospital, and those great charities, there would be a petition against it. A clause of the Charitable Trusts Act gives to the trustees acting all the powers of leasing and administration which they would have if the legal estate were in them. That may very usefully exist, I think.

4022. But the great advantage of it would be as respects the change of trustees?—Yes; that is a most important thing. Keeping up a succession of trustees is a most important thing. The great inconvenience is that at present, if you want a body of 14, 15, or 20 trustees, you cannot appoint them, except by going to the Court of Chancery. You must let the existing trustees die down to five or six before you can go, and then have a large number appointed at once; whereas, if there were a mode of provision for keeping up the body as they cease to be trustees one by one, it would avoid all that inconvenience. It is remarkable, I think, that that has not been done before now.

4023. If you wait till the trustees are all dead, then comes the difficulty of tracing out the heir of the survivor, first finding out who was the survivor, and then his heir?—It is cheaper now to cut that knot by getting an order of the Court, and thereby vesting the property in the official trustee.

4024. Can you do that without the heir being known?—Yes, simply upon the allegation that the legal estate is outstanding.

The witness withdrew.

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I wish to add to my evidence, if the Commission should think the addition at all useful, a scheme which, early in 1856, I suggested for the administration of the charities of the city and parishes of Salisbury, with the view of applying them mainly towards the education of the poor. In the earlier years of the Charity Commission, whilst there was an expectation that the Parliamentary powers of the Act would be effective, it was common to suggest, in any locality where the charities were considerable, some more beneficial mode of application which might be introduced by legislative authority. After an investigation of the charities of Salisbury in the autumn of 1855 I prepared the draft of a scheme for combining and appropriating them to what appeared to me better objects, and those chiefly educational, and of this draft I sent copies to the ecclesiastical and civil functionaries, trustees, and others, with the purpose of ascertaining how far my suggestions might be considered practicable and desirable; and that, if approved of, I might bring the plan before the Commissioners on my Report. The scheme met with objections from several of the parochial clergy and others. It was described even as an improper and unjust diversion of funds from purposes to which the founders had dedicated them. In reply to these animadversions, I thought it right to address a letter to the Mayor of Salisbury, pointing out the principles on which the scheme proceeded, and defending its policy and justice. In order to give this account of the scheme more extensive circulation, it was printed by one of the local journalists, with my consent and revision. A copy of the proposed scheme and of this letter I beg to lay before the Commission. It was one of those tentative proceedings which led to no result, and I omitted to advert to it during my examination.

THOMAS HARE.

A LETTER to the MAYOR OF THE CITY OF SALISBURY, from THOMAS HARE, Esq., Barrister-at-Law, and Inspector of Charities, with a Proposed Scheme for the Future Administration of the LOCAL CHARITABLE ENDOWMENTS; with a Tabular Statement of the Annual Income thereof.

Charity Commission,
8, York-street, St. James's-square, May 1856.

DEAR SIR,—I now send you the revised draft for a scheme for the consolidation and management of the Salisbury Charities. Like the first, the proposal is little more than suggestive. If the present scheme, or any material part of it, should meet with the approval of the inhabitants of Salisbury, or of those who may be considered to represent them in number and intelligence, I will lay it before the Charity Commissioners, with a view to such proceedings as the Board may think it right to take under the 54th section of the "Charitable Trusts Act, 1853." The adoption of the proposed changes, or any part of them, will then depend upon their receiving the sanction, first, of the Charity Commissioners, and lastly, of Parliament.

Upon the merits of the proposed system of administration of your charities, as compared with that which has hitherto prevailed, there are, I know, differences of opinion. The communications which I have received from Salisbury have led me to infer that the proposed scheme was so far misunderstood or misrepresented as to convey an impression that some wrong was proposed to be done to the poor. If this were so, no language of aversion would be too strong in which to reject it. If the proposal be not framed in the interest of the poor themselves, —if the new scheme be not clearly and emphatically for their benefit, it ought not to be adopted. Their condition is certainly not one which

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can afford to part with the smallest element of good. Any scheme for dealing with what belongs to them must, therefore, be tried by the question whether it is calculated to promote their welfare; and, therefore, at the risk of addressing you at what I fear may be considered an unreasonable length, I will explain the reasons which induce me to suggest the several changes which my proposal involves.

The draft scheme consists of four heads or divisions, which may be separately adopted or rejected.

1st.—The vesting and management of the charity estates and income.

2nd.—The application for educational purposes amongst the poor of all the charities, the manner of applying which is discretionary, and the employment of the apprenticeship charities in technical instruction, and outfit for trades, as auxiliary to such education.

3rd.—The distribution of the appropriated charities according to the directions of the founders, but so as to assist, encourage, and reward the efforts of the poor in the moral and mental culture of their children.

4th.—The improvement of the almshouses as dwellings for the poor.

In the first draft of the scheme I had classed the charities together in groups, and assigned the control of each group to a committee, consisting, in the first instance, of the persons under whose administration the same charities had theretofore been. One object which I had in view was, that the charities for the poor of the several parishes should be managed by a committee, consisting of the minister, churchwardens, and a certain number of the parishioners of each parish; but the classification which resulted was of necessity in some measure arbitrary, and led to combining trustees and charities which had no previous connection with each other. This I find to be generally objected to, and, therefore, in the revised scheme, I have avoided any such combination. My proposal is that each charity shall remain under its present managers, who shall respectively form the committee to whom the management of that particular charity shall be committed. The only condition which I retain is, that no person shall be competent to be the member of a committee or the manager of a charity, who shall not be, either officially or non-officially, one of the body of General Charities Trustees. I recommend the adoption of this portion of the scheme on many grounds:—

1st.—The saving of the expense of new appointments of trustees, and new conveyances, assignments, and transfers of trust property.

2nd.—The advantage of having at all times a known, competent, and active body of trustees resident in the city or neighbourhood locally chosen amongst those who are the best fitted for the office.

3rd.—The application of principles generally uniform in the administration of the funds and selection of the objects of the charities. And to these may be added the greater convenience of keeping, auditing, and annually making public the general accounts of the charities.

The advantage of vesting property, designed to be perpetually dedicated to public objects in some bodies enduring beyond the lives of individuals, by having the capacity of perpetual succession, led to the selection of existing corporate bodies as the depositories of gifts and the administrators of charities. Hence the numerous endowments vested in the city companies and in municipal and other local corporations. Next to these the ministers, churchwardens, and overseers of parishes have been often chosen, partly from their functions being supposed to be permanent, but perhaps mainly from the collection and administration of alms for the poor having, at the commencement of our Poor Law system, been vested by law chiefly in these officers. The acts of Henry VIII. and Edward VI., and the early acts of Eliza-

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beth, for the relief of the poor, appoint the ministers and churchwardens as the officers to gather and dispose of the fund, and one statute even prohibits the giving of alms except through that medium. The founders of later charities have more frequently entrusted their benefactions to the administration of particular persons, and provided a method of continuing the trust after their death by empowering the trustees to choose their successors. Where such means have not been provided, or have from any cause failed, the Court of Chancery, in its jurisdiction over trusts, has assumed the power of appointing new trustees. But in all cases the legal principle is, that the greatest benefit of the persons for whom the charity is designed, and not the formal constitution of the trust or the wishes or objects of the trustee, is to be regarded. It has been a common course, both with the Court of Chancery and the Legislature, to appoint other trustees, in addition to or substitution for those nominated by the founders, and I may illustrate this from cases amongst your city charities. In 1839 Mr. Cutler left a large sum of money, which he directed should be administered by a gentleman of Salisbury, with the joint consent of the minister and churchwardens of St. Edmund's parish, but the Court of Chancery added three other trustees, thus increasing the number from four to seven administrators. So again, on the passing of the Municipal Corporation Act, it became a question how the charities, under the management of the old corporations, should be administered, and the case was treated as one in which the means of keeping up the succession had failed, and in which therefore it became the duty of the Court of Chancery, from time to time, to appoint new trustees.

The objections to all these modes of selecting and keeping up a permanent body of administrators are so numerous that it is almost a matter of surprise that some better system has not before now been provided. The effect of the appointment of municipal trustees by the Court of Chancery has not only occasioned a heavy expense to the charity funds, but it has too often multiplied the sources and aggravated the bitterness of party and political antagonism. I pass over the incongruity which requires the managers of your charities from time to time, as the ordinary means of filling up the numbers of their body, and thereby of prolonging its existence, to invoke the aid of a Court of Justice, the proper jurisdiction of which only arises where the trustees are negligent or incompetent,—I pass over the mere incongruity of such a resort,—for that which is absurd in theory may yet be beneficial in practice. But a slight examination will show that this system, besides being costly and liable to the social evils I have adverted to, is otherwise inconvenient, uncertain in its results, and liable to great abuse. The number of municipal trustees is by this means very irregular. It is the habit, that expense may be saved, to discourage frequent applications, and the consequence is that the body is usually reduced to a half or a third of its number, or even less, before any application is made to the Court, and of course it must be purely an accident whether the most judicious and discriminating members of the body ultimately form the small minority of the survivors. I will suppose, however, the number to be reduced to four or five, and that some vigilant inhabitant or some active solicitor thinks it time to prefer a petition to the Court of Chancery for the appointment of new trustees to fill up the body. What are then the steps that follow? I must premise that the Court commonly gives what is called the carriage of the order, that is, the initiative in all the proceedings, to the solicitor of the persons who present the petition. This may seem a very unimportant matter, but it is a point of no less consequence than this,—that

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it in truth gives him the nomination of all the trustees who are to be appointed; for that nomination can only be displaced by showing that it proposes persons who from connexion, character, substance, position, or some other cause, are disqualified for the office. The influence which thus attaches to the position of the petitioners has, of course, the effect of occasioning a contest for priority. This is commonly the case when political feeling is strong. No sooner is it suspected by one party that a petition for new municipal trustees is in agitation by another, than steps are taken to present a counter-petition and put forward a counter-list. It thus becomes a race between the solicitors for the several parties. One party having at length succeeded in getting before the Court, the surviving trustees have then formal notice of the application, and appear as respondents. The respondents may possibly submit to the new appointment, if their party or that of the majority of them should have been successful in the race, but if not, or if they should be dissatisfied with their proposed coadjutors, they will probably oppose it, perhaps on the ground that they are perfectly competent to administer the trust, and that the application is therefore premature. The parties appear before the Court by their respective solicitors, and are supported by their respective counsel, and the Attorney-General, as representing the public, appears in the like form. I will suppose the Court to hold the application to be properly made, and now comes a contest of affidavits. The petitioners and their friends depose that the persons they nominate are fit and proper persons to fill the office. It is thought necessary to make a vigorous effort on the opposite side. The respondents file affidavits to show that the persons on the proposed list or some of them are very unfit persons to be selected. A is too old, B is too young, C is too infirm, E lives five miles from the borough, F is not in independent circumstances, and G is a Roman Catholic, or a Unitarian, or a Socialist. The petitioners reply to this by further affidavits, proving that the nominees are all of them the most active, vigilant, independent, and orthodox or pious of men, and that the deponents who have denied them these virtues are actuated by feelings of mere malice or animosity, or perhaps that their characters and motives are such as to deprive them of weight. This attempt to discredit the respondents' witnesses calls forth rejoinders and leads to endless collateral issues, fruitful in rousing sources of contention and disturbing the peace of the community to which they relate. In one town, having a smaller number of charities than Salisbury, I found that the costs of these contests in Chancery since the passing of the Municipal Corporation Act had been upwards of 1,200*l.*, and I believe that they will in many cases be found to have been still more. A praiseworthy effort has lately been made by the solicitor of the Attorney-General to reduce the amount of the outlay in such cases, by refusing his fiat, without which the petition cannot be presented, except upon condition that the parties to the application agree upon the names of the trustees before they come into Court or accept a list chosen or filled up from such local knowledge as he may happen to possess or acquire. A great saving of litigation and expense is no doubt thus effected, but it is impossible not to see that this course of proceeding is open to grave objections. So long as the country is fortunate enough to have an Attorney-General who is himself above, and who acts by a solicitor also superior to all political bias, such a power will not be abused; but it is evidently capable of great abuse in less scrupulous hands. And even if it were certain that no political bias would ever interpose, the very ragged to political impartiality is most likely to

lead to the selection of trustees not because they are persons in all respects best suited for the office, but because they fairly balance and represent the political parties into which a borough may happen to be divided. A member of the body who knows that he has been elected on party considerations or as the representative of certain opinions may not unnaturally think himself bound to attend to party connections or claims in the distribution of the charities, and this there is every reason to fear is frequently the case. In every point in which it is viewed the existing system of appointment appears to me to be pernicious. The possession of the qualities of sound judgment, enlightened intelligence, adequate leisure and active benevolence should be the ground of the appointment, and the question whether their possessor be a Whig, Tory, or Radical is a foreign and disturbing element in the consideration. *Thomas Hare, Esq.*

The selection of the trustees of other charities, either by the survivors or by the Court of Chancery, is open to equal difficulty. If it is left to the court, similar objections will for the most part apply, and if the selection be made, as in common cases, by the survivors, there is no security that persons will be selected who are qualified to administer the charities, or in whom the public can or ought to have confidence. It is common to find that the trust estate, sooner or later, comes under the control of a few persons, often of the same family, or otherwise connected with each other. I have discovered charities which, by these devolutions of the trust, have become absorbed by single families. It frequently happens where trustees are appointed at the instance of an active administrator, who is jealous of the power or influence of the office, that the choice is made, not of persons disposed to devote their attention to the administration of the charity, but precisely because they are not likely to interfere with it. I must, of course, be understood to speak in the abstract of the tendency which in course of time is found to be the result of the power of self-election, and not of the existence of any such feelings or intentions in the present administration of any of your charities; and, in truth, some of those most ready to listen to and adopt improvements have been trustees having power to appoint their successors.

I will mention a recent instance of the expense and loss to which the charities are subject under the present system. At the time of my inquiry at Salisbury, it had become necessary to expend more than a year's income of Newham's gift,—a considerable charity for the benefit of the poor of St. Martin's parish,—in the legal proceedings for obtaining a representation to the last trustee, and thereby procuring a transfer of the fund.

It is impossible to exercise too much care, that, in the choice of the trustees of public charities, those persons only should be selected who most deservedly possess the respect and confidence of the public. There are few charities which a wise administrator may not apply to some purposes of good; there are few which an ignorant, injudicious, or indifferent trustee may not convert into a source of evil. It is desirable that the trustees themselves, as well as those who appoint them, should be well acquainted with the poor, though not actually within the sphere of the recipients of the charities; and, attending to this principle, I think they should not be persons actually carrying on any retail trade in which the poor are their customers. In an office which calls for great diligence, it may also be desirable that they should have retired from any business requiring their constant occupation, where such persons can be found. The intellect fitted to discover and the moral qualities capable of approaching the marks of industry, self-

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dependence, and a courageous bearing up against privations and difficulties amongst the poor, together with the sound judgment and unwearied pains which are needed in seeking out objects for the charities, and so applying them as to promote the cultivation of those virtues, all suggest the vast importance of a right selection of these officers. The inhabitants of Salisbury must be the most capable of judging of the merits of their own townsmen, and therefore the appointment should be made by them. I can see no necessity for resorting to any central or other authority; in fact the proposal, as you will observe, is the reverse of centralization. The method of selection is no doubt a question of difficulty. Upon further consideration, and conference with others, I am disposed to suggest a mode of election differing from that contained in my first scheme. Instead of leaving the appointments to the Town Council, I propose to vest them in the Mayor for the time being, who will act on his individual responsibility in the sight and controlled by the opinion of his fellow-citizens.

I may observe, that to consolidate or vest the charities of a particular locality in a body of trustees is no new proceeding. It has been done in several of the metropolitan parishes and elsewhere under the authority of local Acts of Parliament. It is only the mode which I propose for the election and perpetuation of the general body which is new. That it is abstractedly the best which can be devised, I do not, of course, presume to say; but it is the best that I can at present conceive, and I venture to think much better than any method of appointment or form of constitution that now exists. Without violent alteration in any trust, the whole of your local charities will be brought under public observation, to be dealt with for the general and highest good of those for whom they are destined. In the smallest possible degree, consistently with the gradual establishment of an administration founded upon general principles, is the power or discretion of existing trustees disturbed. Where they may nominate their successors, that power is reserved to them, restricting their choice only to the general body of trustees, the non-official members of which will at first be upwards of 50 in number, but will ultimately be reduced to 24. This body, with the precautions taken with regard to the selection of its members and their qualifications, it may be hoped, will be always found to consist of some of the most independent and enlightened inhabitants of the city.

III. The Educational Branch of the Scheme.

The charities, the manner of disposing of which the founders have left to the discretion of succeeding generations, are five in number:—

1.—Joan Popley, in 1570, conveyed certain houses in London to the use of the chamber of Salisbury, whom she charged in God's behalf to employ the benefit thereof toward the *relief of the poor* of the said city. This charity produces 385*l.* a year, and is disposed of partly in pensions of 3*s.* 6*d.* a week to pensioners, varying in number from 25 to 35, partly in small allowances to the almspeople in Taylor's, Brickett's, Hussey's and Eyre's Almshouses, and partly in the payment of two-thirds of the expenses of management of the municipal charities.

2.—John Eyre, in 1599, gave his lands in Alderbury *to the use and good of the poor people* of St. Thomas for ever. These are now let at 30*l.* a year, and the income is given away in small loaves once a fortnight to 80 or 90 persons whose names are placed on the churchwardens' list.

3.—Thomas Goman, in 1612, gave his lands to the churchwardens of St. Martin's, *to and for the use of the poor people* of that parish. The income, amounting now to about 10*l.* a year, forms part of a fund which is distributed in bread in the parish of St. Martin in the winter. In the winter of 1854–5, some attempt was made to ascertain the really necessitous poor of the parish, and a number of ladies visiting in districts furnished the clergy and churchwardens with a list of the families whom they thought were in necessitous circumstances. This list contained the names of about 280 families, exclusive of those inhabiting the almshouses; but the distribution was not confined to this list, a great number of other persons claimed to participate on the ground, not of their poverty, but that they had formerly received a portion of the dole. Amongst the claims thus made and yielded to were those of the families of men in constant employment under public bodies and private persons, and in the receipt of wages sufficient to render them wholly independent of alms. The number of persons who ultimately participated was supposed to be not less than 1,500, or little less than two-thirds of the entire population of the parish. *Thomas Hare, Esq.*

4.—Thomas Cooksey, in 1793, after certain gifts which failed owing to the Mortmain law, directed the residue to be given to the poor of the parish of St. Martin yearly in bread, or *at the discretion* of the churchwardens and vestrymen of the parish. Of the income of this fund about 20*l.* a-year forms part of the money given away in bread in the same way as Goman's charity.

5.—Richard Earlsman, about the year 1830, placed 500*l.* in the hands of trustees, who are now the incumbents of the three parishes, for the benefit of the poor of Salisbury. No directions were left for the manner of disposal; but the trustees have distributed the dividends in bread.

It must also be observed that these charities are now applied to a considerable extent in aid of the rates, and therefore for the benefit of the rich rather than of the poor, for the guardians habitually reduce the allowance from the rates by the extent to which the pauper is relieved from any of the charitable trusts.

The principal object of this part of the scheme is, after providing for a continuance of all allowances in respect of the above gifts to the persons who now receive them, to apply them in future in the education of the children of the poor and in preparing them for a career in life above the state of pauperism into which their parents have fallen.

The administrators of these charities would have no doubt sufficient cause to resist the change which is thus proposed to them, if there were reason to believe that the application of so many charities in supplying the ordinary wants of the poor had been clearly beneficial; that is, if it were evident that the charities, which have in the course of the last three centuries accumulated in Salisbury, had produced the effect of raising the condition of the poor, of gradually rendering them more independent of charitable aid, and of placing them in that wholesome state of moral and physical well-being, which is or ought to be the end of all efforts, whether political or philanthropic, for their welfare. I address myself to you and others whose lives are spent amongst those of whom I am now speaking, and whose knowledge of them must therefore be greater than mine; but the result of the facts I have been able to gather is, that notwithstanding all the charities, the great mass of the poor in Salisbury are not in a better condition either physically or morally, than in other places where the endowed charities, if any such exist, are insignificant in amount. As far as I

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can ascertain, there are few places in England in which the sum raised by rate for the relief of the poor has commonly been or is now higher in proportion to the population than in Salisbury ; and there is no place in which there are smaller indications of any improvement in this respect. The endowments of the sixteenth and seventeenth, and the local Acts of Parliament passed in the eighteenth centuries all bear testimony to the existence of a large and progressive amount of destitution. The expenditure for the relief of the poor for the last twenty years has fluctuated from 4,400*l.* to 6,400*l.* a-year, or from about 10*s.* to 14*s.* per head on the whole number of the inhabitants, besides the fund afforded by the charities, which would make the sum per head 3*s.* or 4*s.* higher. The number of paupers has for several years past steadily increased. In the spring of the present year there were eighty persons more in receipt of parish relief than there were in the spring of 1851, and at that time nearly one thirteenth of the whole population was receiving such relief. No doubt seems to be entertained that there has been a gradual immigration of poor, the causes of which may be various ; it may have been partially owing to the removal of cottages or the want of employment elsewhere. In judging of the individual motives which have led the poor to Salisbury, we have only the aid of general laws, and it is in perfect conformity with experience to suppose that they are frequently tempted by the number of the pensions and doles, of which they have heard, but in which it is probably not often their lot to participate.

I would earnestly press upon the consideration of the people of Salisbury the fact that it is in vain to hope that this growing state of indigence is to be satisfied by doles. If the poor are to be raised from this condition of misery, it must be by the application of some remedy which shall not feed but cure the political or social disease from which they suffer. I quote the words of a writer who made the state of the poor of a populous city his study, with a view to its amelioration, and who brought to the task the zeal of a Christian as well as the intelligence of a philosopher.. "There must," he says, "be a "mockery in the magnificence of those public charities, which have "not to all appearance bettered the circumstances or advanced the "comforts of the people among whom they are instituted beyond those "of a people where they are utterly unknown."* The conclusions to which this divine and economist arrived in 1823, that the existence of public charities form an "adhesive nucleus around which the poor "accumulate and settle, that they are misled by vague hopes of "benefit from the charities which they fail to confer," and that they "occasion a relaxation of economy and of the relative duties of "parents, children, and relations, which is in the ratio of the hope "that is felt and not of the hope that is realized," are in conformity with those of the Bishops of London and Chester, and the gentlemen associated with them in the Poor Law Commission, in their report of February 1834. In that document, after observing that charitable foundations are often wasted and often mischievous, they add :—"In "some cases they have a quality of evil peculiar to themselves. The "majority of them are distributed among the poor inhabitants of "particular parishes or towns. The places intended to be favoured "by large charities attract therefore an undue proportion of the "poorer classes, who in the hope of a trifling benefit to be attained "without labour, often linger on in spots most unfavourable to the "exercise of their industry. Poverty is thus not only collected but

* Dr. Chalmers' Christian and Civic Economy of large Towns. Works, vol. 15, page 98.

" created in the very neighbourhood whence the benevolent founders " have manifestly expected to make it disappear." I have at present only space to refer to these works, as deserving the most serious study of all who have any voice or influence in this matter. One illustrative fact, especially applicable to Salisbury, I ought not to omit. There were five vacancies in the list of pensioners on Popley's Charity shortly before the time of my inquiry, and for these five vacancies there were *sixty-two* applicants. This exhibits such a state of extensive destitution, that the distribution of 3*s.* 6*d.* a week to five persons may well be termed a mockery rather than a relief. If indeed it be said that the multitude of candidates is not proof of such widespread indigence, the alternative is that it exposes the existence of a population insensible to the degradation of living upon alms with which they might dispense. In any case the power of giving a few pensions of 3*s.* 6*d.* a-week is surely no compensation for the disappointment and demoralization of ten times that number of persons. *Thomas Hare, Esq.*

In treating this subject we stand in need of a name which shall distinguish alms from charity,—that which consists in a mere following of the directions of deceased persons with respect to property of which the State has permitted them after their deaths to regulate the disposition, from that which is really charity or the fruit of a sacrifice made by one for the good of another. The application of the same name to things so different tends to confuse our notions of prudence as well as of duty. A knowledge of the existence of wants amongst the poor, which we desire to see supplied, and our greater appreciation of the benefits resulting from an instant and sensible relief, than of those which are to be worked out at a comparatively remote period by the operation of invisible causes, all contribute to mislead the judgment with regard to these endowments. The alleviation of certain wants, the removal of a certain amount of privation is apparent and attractive, and we are less solicitous as to the motives or means to which we owe the funds than we are that funds shall in some manner be provided. The impulse is to distrust or reject a remedy which is to be effected only through a long and circuitous course of ill-requited toil and possible suffering, and we eagerly grasp some readier and more immediate good. But reason and experience teach that the more we multiply standing and permanent foundations for supplying the poor with the ordinary necessaries of life, without that labour which is the lot of man, the more we relax exertion and perpetuate indigence and its attendant evils; and, on the other hand, that the more we leave the supply of such necessaries to the operations of industry, and apply our permanent endowments for purposes which cannot have corrupting tendencies, such for example as those which fit the poor man better for the duties and rational enjoyments of life, and encourage and enable him to improve his condition, so much the more are we likely to raise him in the scale of being and promote his truer welfare and happiness.

I will illustrate the argument as to the evils which arise from public gifts in the way of perpetual alms by an hypothetical case. The case is only hypothetical by applying it to Salisbury, for the thing itself has occurred in an even more aggravated form, and has demoralised the population of three parishes in a neighbouring county. I will suppose a bequest to be made of 1,000*l.* a-year to be given away on every week-day throughout the year in the market-place of Salisbury, to sixty of the poorest people in the city,—what would be the probable effect of such a charity at the end of 20 years of its operation? How many would this dole collect? How many would be diverted from seek-

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ing work elsewhere, how many would after all be disappointed? Again, suppose these alms instead of being distributed by one set of trustees at a single place, are to be given away by ten different sets of trustees in as many different parts of the city, and at as many different times, so that the applicants may go from one distribution to another, and gather around each set of almoners in succession, employing all the arts of subserviency and dissimulation which such an occupation is likely to call forth, in order to impose on the ignorance or the weaknesses of the distributors. Can there be any doubt of the moral and physical evil which such a gift would engender,—that it would be injurious to the poor, who were thus drawn into the city and induced to seek their living by begging rather than by labour,—injurious also to the labouring classes previously within the city,—and injurious moreover to the other inhabitants (except perhaps the owners of cottage property), by introducing and perpetuating a population of mendicants.

I may expect to be told that my reasoning on this subject is subversive of the duty and practice of charity, and therefore necessarily unsound. In some of the communications I have received from the clergy of Salisbury they have very properly, if I may be allowed to say so, addressed themselves to this the ethical and religious view of the question. In this letter I enter with great diffidence and reluctance on such a theme; but I feel that by omitting it, I should leave unanswered half, and those the most plausible, of the objections to the proposed employment of the charities. I have been told that by the adoption of such a course as I propose, we shall destroy the confidence of those who would be the founders of future charities, in the permanency of their endowments, and thus discourage and intercept their bounty, and that we shall thus close up the fountains of charity. I think it may be without difficulty shown that there is no reason to fear the result would be to lessen the sympathies or restrict the exercise of true benevolence; and that if it should dispose people to be more liberal during their lives and trust less to that spurious charity which they may defer until after death,—which compensates itself for not relieving the pressing wants of their own generation by some great relief which they propose to confer on future ages, it is a result not to be deprecated, but desired. I do not say that provision may not be made, and wisely and beneficently made, for charitable institutions which shall endure long after the lives of their founders, for that would be to depreciate the most valuable institutions in our land. A man who desires to devote a portion of his wealth to the good of his fellow-creatures, and finding life too short for the exercise of his benevolence, desires to mark his sojourn in the world by setting up some institution which shall carry his name down to future times, will find abundant objects of an enduring kind with which he may harmlessly associate his memory. He will everywhere find the poor around him too deeply plunged in ignorance even to be aware of their own higher capacities or duties. He will find numbers crowded together in unwholesome dwellings, without any space for decency, and strangers to any feeling of self-respect, and in this state he will find them dragging on an existence with few or none of those enjoyments which find their root and growth in the development of their higher powers, and only seeking occasional and temporary solace or forgetfulness in an indulgence of sense, which, instead of raising, precipitates them farther into the abyss of poverty and misery. He may relieve such physical necessities as are impediments in the way of moral progress. He may relieve even the merely animal necessities in subordination to a higher object. A scholarship or exhibition in the University may supply the student

with food and clothing, but it is that he may be fed and clothed as a means, and not as the end,—that he may thereafter be able to labour more effectually for himself and for mankind. I am speaking of what may be done by permanent endowment and not of the casual emergencies which it is the office of private and personal charity to examine and supply. But he who confines his permanent bounty to the mere relief of the animal wants of his fellow-creatures is forgetful of the nature of that humanity which he desires to aid. To be content with affording such relief is to treat man as one of the lower animals, formed only to eat, drink, and die. The Christian and philanthropist will surely aim at a deeper and more imperishable good. He may build, and if he please maintain institutions in which every poor child within the compass of his charity shall be so instructed that the next generation of adults may enter upon the business and duties of life with greater means and higher aspirations. Such a benefactor might, if a few years were spared to him, watch over the institutions which he had thus created. He might regard the children of the poor as he would his own, spare no pains to discover and enable them to obtain employments suitable to their several talents and acquirements, from which they may receive an amount of remuneration raising them to a position wholly independent of parish relief or public charity. It is not upon the young alone that his benefits may be bestowed. He may aid the poor in mature life by the improvement of their dwellings and the introduction amongst them of all the advantages which science has shown to form the conditions of a sound physical state—benefits which will descend upon their children in promoting a more healthy frame of body and mind, and thus raising their standard of well-being. Nor do I think it impossible to encourage and assist the poor in middle age to cultivate their mental and intellectual powers, and recognize an inner and spiritual existence beyond the visible and the present. The very improvement in the education of the children will have a reflex action upon the parents. The books which the children carry from the school to their homes—the new thoughts which they suggest, awake not unfrequently a dormant feeling, and bring into view the hidden link which in spite of himself and his daily distractions, connects man with the past, the future, and the infinite. How much might be taught of history and of the moral grandeur of elevated feelings, motives, and objects, how might they gradually come to "discern the "glorious from the base" by the gift of a gallery of pictures, engravings, or works of art, of which copies may at this day be so readily multiplied. Some years ago there was a general competition of designs for the decoration of the Houses of Parliament which produced a vast number of sketches or cartoons of historical, poetical or fabulous subjects. These were exhibited for several days in Westminster Hall, and were visited by vast numbers of the poorer and uneducated classes. I think none who witnessed this concourse of people, most of them intently pondering on the meaning of the pictures before them,—far more concerned with the merits of the story and the actors, than of the art which pourtrayed it,—could fail to perceive the use which might be made of a gallery of pictures or engravings of historical subjects, as a means of public instruction, and as suggestive of thought. So strong was the impression on my mind—that it has ever since been my opinion that no considerable town should be without a collection of historical engravings illustrating at least our own history, so far as materials exist for its formation,—to which even the poorest might be invited and encouraged to resort. How much more than this might be done if all the possessors of the accumulated wealth of art would throw

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open their treasures, and if by the liberality of the State, or the munificence of individuals, every painting of worth could be transferred to engraving—each subject simply explained and described, and every town in England enabled to possess a gallery illustrative of the history, poetry, literature, and progress of mankind. I may have, however, been tempted to dwell too long in suggesting to a future founder this form of charity; and perhaps it may be even beyond the compass of our present law of charitable uses. If he have no faith in the value of such an institution, there are still many other shapes in which he may confer perhaps more direct and palpable benefit. There are,—and there is need of,—hospitals and asylums for the more unhappy casualties and infirmities to which we are subject,—for the sick, the wounded, the blind, the dumb, and the imbecile. In these not only may sufferers be relieved but curative science at the same time promoted. I see no necessary limit to such foundations until there remain no phase of physical evil in the world for which there is not an appropriate receptacle and remedy. Again if he should find a population growing up, absorbed in temporal pursuits, and dull in the perception of their higher privileges and objects, or if he be animated by a loftier devotion and a more antique faith, or inspired by great examples before him, no State restriction and no argument of policy prevent him from building a Temple for the service of God,—

"A home for prayer and love and full harmonious praise."

Every institution which may dissipate mental or moral or spiritual darkness,—which may heal or invigorate the body or the mind, and fit man for the performance of his labours and his duties, or provide him with resources for meeting the more rare, but yet overwhelming, calamities to which the mind and the body are subject,—every institution which from its nature cannot have the effect of creating or perpetuating the evil which it is designed to relieve,—it is within the scope of a wise benevolence to establish and maintain, and surely here is a field large enough for its occupation. But I do not hesitate to express my conviction that permanent institutions for supplying the common necessaries of life to particular classes by way of charity, and not as the reward of labour, are productive of evil both to poor and rich. Such endowments are tolerable only where they are insignificant in amount, and become mischievous in proportion to their magnitude.

I desire to state in this letter, as briefly as such a subject permits, my reasons for believing that charities of this kind are neither adapted to the wants of the poor nor called for by the duties of the rich, and that they are in truth obstacles both to the supply of those wants and to the performance of those duties. I have already adverted to the fact that permanent charities, the sole object and end of which is to supply the poor with the ordinary necessaries of life, have not been found to diminish indigence. Applicants multiply as the charities increase; the poor are, by the hope of participation, diverted from seeking that employment from which any permanent improvement of their condition can alone be derived. It has indeed been prophetically announced that "the poor shall never cease out of the land," but no one who appreciates the weight of that declaration will read it as implying any weakness in the divine economy, or any defect of power in the Divine Author to satisfy the wants of all His creatures. Is it not more in conformity with what our feeble knowledge can understand of that economy to look upon the prediction and the accompanying command as intended to bind man to his fellow-man by the ties of sympathy on the one hand and gratitude on the other, as designed for the good of all—that of the giver as well as of the receiver? Do we act in

harmony with that design in accepting the forced payment of the executor as an equivalent for the spontaneous offering of the living man? Between the vicarious administrators of the alms of the dead and the recipients of such alms there is little room either for sympathy or gratitude. The recipients know that the alms proceed from no bounty of the hand that bestows them,—that they may demand them as a right, and that the only power of the trustee is one of selection,—a power, the exercise of which generally awakes criticism and jealousy in the competitors—criticism of the justice of the trustee, and jealousy of each other. In a large number of parishes the curates tell me:—"These charities are managed by the churchwardens; we are thankful we have nothing to do with them. They are a constant source of heart-burning and contention." The prophet by casting in the tree made the waters of Marah sweet; but we reverse the miracle, and that charity which should be a pure and healing stream, pouring in balm over the wounds and sorrows of social and individual life, we convert into a fountain of bitterness and strife. These are the fruits which are substituted in the place of that harmony and love which, as I humbly read the divine institution, it was intended to create. *Thomas Hare, Esq.*

Again, not only in spirit but in measure are these endowments totally unsuited to the necessities of the poor. I am not prepared to say that this was always so. A feeble attempt was made on the dissolution of the lesser monasteries to impose on the grantees the burden of finding employment for labourers on the old demesne lands; but this was not repeated on the assumption of the greater establishments, and if it had been, it would have been probably unavailing. After the dissolution of most of the ancient eleemosynary foundations, it is plain from the early statutes,—to some of which I have before referred,—that it was hoped and expected that a new series of charitable foundations would arise, and that the poor would be sufficiently relieved by voluntary means. It was possible that this might have been effected, and it probably would have been so, if the amount of destitution had not outstripped the slow progress of voluntary charity, and led to a compulsory assessment. It is not surprising to find that the bounty became chilled by the tax, and so far as the latter discouraged the dedication of property to the establishment of permanent charities of the nature to which I now refer, it is by no means to be regretted. If the 8,000,000*l.* a-year applied for the relief of the poor instead of being levied by a rate on property, had been derived from specific charity estates, the outcry against any restrictions on the manner of giving the relief would have been so great, that it is not likely that any government, unsupported as it would have been by the sense of pressure on property, could have succeeded in establishing any such a modifying system as the new Poor Law. But in the present condition of the poorer classes, the State having made provision for all cases of absolute destitution, the difficulties and privations arising from unlooked-for or inevitable misfortune may well be left to private charity. Sums of money or articles of common use and necessity to be given away year by year are unsuited to the relief of such emergencies. It is only living charity with its personal interposition and expansive means that can measure the bounty to the need, and temper the gift by time, place, and occasion.

The next proposition upon which I venture to insist is, that posthumous almsgiving is not amongst the duties which wealth imposes upon its possessors. The Christian is taught the love of his neighbour and the practice of every unselfish virtue, but nowhere is he expressly or impliedly told to lay up his goods that they may be given to the poor

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after his death. The charities which are pointed out for his guidance as receiving the Divine approval, are the charities of the living to the living, according to the means he possesses from day to day; he is not encouraged to be parsimonious during his life and liberal of that which he can no longer enjoy. We find little regard to the magnitude of the offering or the grandeur of the result, but much to the personal motive and sacrifice by which it is accompanied. Was it not this that gave to the widow's gift a value greater than that of all the other offerings which flowed into the treasury? Posthumous benevolence would seem to be the invention of a later age, and may, perhaps, not unreasonably be attributed to a corrupt theology, which sought to reconcile the reward of self-denial with a life of self-indulgence.

I will not enlarge further on this matter than by observing that the permanent endowments of the nature to which I allude are generally found to contract or supersede the exercise of private and personal charity, by leading to the belief that it is less necessary. It is plain that this consequence is almost inevitable. In this point of view, for the reasons to which I have already adverted, it seems impossible not to conclude that they are prejudicial both to rich and poor.

I pass on to the nature of the proposal which is now made for applying at least a portion of the charities in a manner calculated to lead to the ultimate improvement of the condition of the poorer classes.

The most obvious course which seems to present itself is that of raising the qualifications of the labourers, so that instead of confining themselves to competition with others in the limited area around them they may be placed in a position to compete with instructed and skilled labourers in any part of the world. This would surely be the course which the prudent head of a family would desire to take, who saw no hope that his children would obtain in his own sphere such a reasonable reward for their labour as would make them independent of parish relief or charitable aid. No father who had the means of preparing his son for occupations which he is tolerably certain will produce him ample means of subsistence would, if he knew or felt his duties, willingly leave that son in a condition to carry on a life-long struggle for what in the end must be less than a subsistence for himself and those who might depend upon him. Look at the steps taken by the middle classes or persons of small fortune to educate and put forward their children. Is it unreasonable to adopt similar means in the case of at least some of the children of the poor in Salisbury? There is no reason to suppose that there is not amongst them the same average amount of natural talent as amongst those in more easy circumstances. Education is wanted to develope that talent and assist them in their way to more lucrative employments than they can otherwise hope to obtain. It is nothing more than acting as a judicious parent would act, and treating the poor as members of one large family, whose interests are to be consulted and whose natural endowments are to be encouraged and brought out. It seems to me that a common source of error in the steps taken for the benefit of the more destitute classes is a habit of considering them too often as a race apart and governed by different laws, and that it would be a wholesome correction of this error to consider that in most cases what would be good for ourselves or our children will be good also for them.

It will be replied that although it is possible for the members of particular families to be so instructed that more profitable employments may be open to them, yet how is this to be done on a large scale with the poor population of a considerable city? Now upon this point I desire to bring to the attention of the inhabitants of Salisbury a short

work by Professor Playfair, on "Industrial Instruction on the Conti-
" nent."* It is the result of a recent visit to the principal institutions of Denmark, Prussia, Saxony, Austria, Bavaria, Baden, and France Professor Playfair found that in Prussia alone there were no less than twenty-six trade schools, all of them aided by the Government, but originating in and partly sustained by the local efforts of the towns in which they are established, thus proving that they are not the mere emanation of a centralising theory, but supply a practical need which is generally felt and recognised. These schools are attended by about 1,200 scholars, from amongst whom a trade institute in the capital, maintained gratuitously by the Government, is supplied with students, who, after their course of instruction is finished, are sought for and readily employed by the manufacturers of the continent.

In the Grand Duchy of Baden, the Professor observes that "the " mode of instruction of all the schools is by lectures, practical working " in the laboratory, the carpentry and machine shops, and in surveying, " while at the same time examinations and repetitions are very fre-
" quent. The formal certificates of the special technical schools are " said to be in the highest estimation, and command immediate employ-
" ment to the possessors." In France, the "Ecole Centrale des Arts et " Manufactures" arose also without the aid of the State, but now receives some Government and departmental exhibitions for poor students of extraordinary talents. A report made to the Chamber of Deputies states that "it has created and put in practice a complete system of " industrial education," and its success "is confirmed both by the " unanimous opinion of the first manufacturers of the country and by " the ease with which all the pupils educated at it have received em-
" ployment." In Munich there is a workman's school for persons who are to be engaged in occupations connected with buildings, and who are admitted on payment of a fee of 13*s.* each for a 4½ months' course. They choose from the following subjects those which they desire to study :—

1.—Free and linear drawing.
2.—Plain and ornamental writing.
3.—Arithmetic and the elements of geometry for beginners.
4.—Plane and solid geometry and mechanics, with applied arithmetic for more advanced students.
5.—Descriptive geometry.
6.—Laws of building materials.
7.—Heating, ventilation, &c.
8.—Stone-cutting and practice in modelling with plaster.
9.—Wood construction, consisting in drawing, projection, and modelling in wood.
10.—Embossing ornaments, &c., in clay and plaster.
11.—Laws of projection, including practice in planning for given subjects.
12.—Contracting for the above.
13.—The elements of general architecture.
14.—Building laws and police.

The students are provided with :—

1.—A valuable library, consisting chiefly of works on building, and of architectural plates of ancient and modern times.
2.—A collection of 1,500 subjects for drawing.
3.—A collection of subjects for modelling.
4.—From 180 to 200 specimens of stonework.
5.—From 70 to 80 subjects for the use of carpenters.
6.—Workshops for modelling, stone-cutting, capentry, &c.

* London, 1852. Longmans.

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One or two of the most promising pupils are sent annually, at the expense of the school, to gather experience in foreign countries.

The only other example I shall cite is that of the Technical Institute at Copenhagen, of which Professor Playfair speaks thus:—"It is in "fact a systemized mechanics' institute, and a school of design, not "devoted to designers only, but to artizans of every class." "The "income of the school is very moderate, being at present only 366*l.*, "all of which, with the exception of 500 rix bank dollars, is furnished "by subscription and fees." Of this institution he says:—"Cramped "as the school is by its limited means, there were on my visit no less "than 15 teachers and 520 scholars. The fees paid by the latter are "very small, varying from 1 to 3 dollars per quarter." "Out of the "520 pupils, 80 were youths under 16, the remainder being artizans in "full employment, or who were being educated for a trade. The latter "attend the school all day, the former spend their leisure hours there, "chiefly in evening classes. The subjects taught and time appro-"priated are:—

Hours in a Week.	Classes.	Subject.
Each Class meets twice in the week for two hours each time.	A.	Elementary drawing.
	B.	Drawing for carpenters.
	C.	Drawing for masons.
	D.	Modelling in clay and wood; woodcutting.
	E.	Drawing for cabinet-makers, upholsterers, and turners.
	F.	Drawing for tinplate workers, lock-makers, and gunsmiths.
	G.	Lithography and engraving.
	H.	Drawing for harness-makers, wheelwrights, and carriage builders.
	I.	Drawing for machine-makers, watch-makers, and opticians.
	K.	Chiselling and embossing.
	L.	Drawing for goldsmiths, coppersmiths, lamp and gasfitters, hardware-workers, and glaziers.
	M.	Ornamental drawing for porcelain painters, carpet manufacturers, bookbinders, and fringe-makers.
4	N.	Geometrical, free, and ornamental drawing for the "unconfirmed."
16	O. & P.	Elementary drawing.
14	Q.	Decorative painting.
7	R.	Drawing for builders.
5	S. & T.	Drawing for journeymen and apprentices.
2	U.	Mathematics.
1	V.	Building materials.
1	X.	Practical arithmetic.
1	Y.	Book-keeping, contract-reckoning, &c.
1	Z.	Physics.

I will conclude these extracts with some other passages, in which the Professor points out the nature of the struggle in which mechanics, artizans, and labourers may in future expect to be engaged, and the preparation which should be made for it.

"Labour is of two kinds, corporeal and mental, or as Mill calls it, muscular and nervous. Mere muscular labour is to be had in all countries; the Egyptians with their hoes and baskets are found to be as good excavators as those we sent over with barrows and spades; but Egypt had to import the mental labour of a Stephenson before it ventured to produce a railway. The fact is every day more apparent,

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that mere muscular labour, in the present state of the world, is little better than raw material, and that both these are sinking in value as elements of production, while nervous and intellectual labour is constantly rising. The whole of industrial competition is now resolved into a struggle to obtain a *maximum* effect by a *minimum* expenditure of power. But this power is derived from natural forces, and not from brute strength; mental labour has engrafted itself upon muscular effort, and by a healthy growth has reduced the size and relative importance of the latter. Every new acquirement in the knowledge of natural forces is the acquisition of a new sense, which may be applied to production; and as every substitution of a natural force for muscular exertion depends upon a knowledge of the former, it surely requires no argument to prove that the economical application of it must rest upon a perceptive and not merely empirical knowledge; or, in the language of the wise king of scripture, 'if the iron be blunt and we whet not the edge, then must we put to more strength; but wisdom is profitable to direct.'"

Speaking of the institution of trade schools for teaching the principles of science, he adds:—

"We do not think that in such schools we can furnish a substitute for the practical training of the workshop, the factory, or the office of the engineer; but we do think that a producer possessing a knowledge of natural forces will become a practical man in a shorter time than without it, and that he will know how to turn his practice to the best account." "In the most critical time of the Peninsular war, the Duke of Wellington found himself deficient in the number of military engineers, and commissions were freely given to Cambridge mathematicians. The wise Commander knew that men possessed of the necessary scientific knowledge could be trained to practice more quickly than those who had it not. He did not dream of giving to a mathematical theorist the charge of the works at Badajoz or Almeida, but he felt that experience would more quickly flow into a mind fitted to receive it than into one which had not been thus prepared. The promoters of industrial instruction do not, therefore, offer it as a substitute for practical training, but consider it to be a means by which the latter can be made more efficacious. They do not think that the seed will grow, unless the land is well tilled by the practical farmer; but they offer to manure the land first, and the ploughing in the manure will enrich the soil, and render it more productive."

I refer, lastly, to the memorials from Birmingham, Bristol, Hull, Oldham, Sheffield, and the Potteries, to the Royal Committee of the Exhibition of 1851, all pointing out the need of placing within the reach of the industrial classes a much higher standard of scientific attainments than they can ever hope to possess without very ample means.*

I am aware that in carrying into effect so large an educational scheme we have to encounter not only the want of appreciation by the poor of the value of the instruction which we propose to offer, but also their absolute inability to maintain their children for a sufficiently long period without profitable labour. The absence of a sense of the value of education is one of the results of ignorance, and perhaps in no slight degree of the manner in which it was presented to them in their own childhood. The Assistant Poor Law Commissioner in 1843 found that the school-mistress employed for the instruction of the pauper children of Salisbury was a poor girl who had only one arm, who could

* Printed in a note to Canon Moseley's Report in the Minutes of the Committee of Council on Education, 1854-5, page 314.

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not write, and who received no salary, but was remunerated by occasional gratuities. The schoolmaster, he said, was a pauper inmate of the workhouse, whose pauperism was mainly attributable to habits of intoxication, and who was rewarded for his services by the indulgence to leave the workhouse premises more frequently than the other inmates. If it had been the object to perpetuate ignorance and its consequent evils, by making the name of education contemptible, the means of effecting it could scarcely have been better contrived; and it is not surprising that the poor who were brought up under such a system should look for little gain to their children in the school. But besides indifference to education, there is the inability of the poor to dispense with the earnings of their children as soon as they reach an age to gain anything as the means of providing them with the necessaries of life. The scheme contemplating this difficulty contains two distinct proposals for overcoming it,—first by enabling a portion of the educational fund, composed not only of the charitable funds, but the surplus profits of the schools, to be applied under the direction of the trustees in the entire or partial maintenance of the children selected for the foundation, where it is ascertained by the examination of a committee of visitors that the circumstances of the parents really require aid; and, secondly, in enabling the trustees of the charities for providing food, clothing, or fuel, to devote these respective articles to the use of the poor children from time to time actually maintained in the schools. This is, indeed, no new power, but is merely a direction in favour of a particular class of persons taken out of a larger number who would be eligible to be recipients.

The proposed effect of the educational scheme is that at least the number of fifty boys, the most acute and intelligent of the children of the poor, of the ages of twelve and upwards, shall be constantly under instruction of a much higher kind than that which is commonly given in any elementary school,—instruction enabling them ultimately to enter on employments as assistants to engineers, builders, architects, machinists, artificers on railways, and public works, or in manufactories and workshops of all kinds,—with a degree of preparation and a knowledge of the principles of science which will not only render it easy for them to obtain engagements, but will also most materially facilitate their progress towards the position and advantages of skilled artificers. It is not in the city of Salisbury alone that there are grounds for hoping that schools of this kind may be established. Institutions of a like nature connected with each other will, there is little doubt, arise in other parts of England, all of which may be associated with some metropolitan institution, which may again be in communication with the conductors of public and private works in all parts of the world. By these means, in addition to the direct effect of drawing off a considerable number of youths into other employments, and affording them opportunities of assisting their parents and relations in a far better and more efficient way than the charities and the poor rates could ever do—the ambition of a still larger number will be excited, and who, with humbler talents and smaller advantages, will find their way to other spheres of labour, and whilst none will be, or ought to be, tempted to continue in a particular spot by the mere hope of eleemosynary provision, the redundancy of labourers in the district may be gradually reduced, and better wages and a more independent position secured for those who remain.

Much ridicule has been in some places and by certain persons thrown on the idea of the children of labourers in agriculture or other manual works being taught languages and mathematics. The present

proposal may perhaps escape that ridicule, when it proceeds upon an explanation that its object is, not that they should continue in occupations which are insufficiently remunerated, but to raise the more apt and intelligent amongst such children to a position in which their labour may be more profitably employed. *Thomas Hare, Esq.*

The great effect upon wages which may be produced by even a very small reduction of the number of competitors for employment will be seen when we consider the amount of depression which one additional labourer might occasion where the numbers are already sufficient for the work which is to be done. I will suppose, for the sake of easy computation, that the aggregate wages of ten operatives, who are adequate to the labour required of them in a certain place, amount to 10*l.* a week, and that, the quantity of work continuing the same, another labourer is suddenly added to the number. If the effect were to divide the work and the wages amongst the eleven, it would give to each 18*s.* 2*d.* a week, but the effect is really far more injurious to the labourers. Supposing conduct and capacity to be the same, the employers would gain nothing by substituting the new comer for one of their accustomed workmen, on these terms, and his services would probably be rejected; but if the additional labourer be without other resource, employment is with them a matter of vital necessity, and he must bid for it until he reaches such terms as shall induce the employer to admit him in the place of one of his former workmen, who is thereby thrown out of employment, and is in his turn compelled to under-bid the rest, and thus the reduction of wages arising from the competition of one workman beyond the necessary number may be limited only by the minimum upon which the whole employed class can exist, if it has even that limit, and it will still leave one labourer to seek relief from the parish or from charity. In this respect the excess of supply in the market of labour has naturally a more depreciating effect than an excess in the supply of any article of commerce, for the latter may in most cases wait until the supply and demand shall be adjusted, or a more satisfactory market can be found, but the wants of the workmen are pressing and must be met as they arise, and at whatever disadvantage he may be compelled to dispose of his labour.

I must anticipate an observation which may probably be made. It may be asked, what is the benefit which the city of Salisbury is to derive from a scheme, by the effect of which the more intelligent of its youth are to be drawn to other places, and the wages of those who remain are to be considerably increased? The answer is, that the scheme pursues the intention of the founders of the charities, which was to better the condition of the poor; but, nevertheless, there are, I think, few who will not derive more or less benefit from it. The advantages of the grammar, commercial, and trade schools, which I propose to establish, will not be confined to the fifty boys who are to be taken from amongst the poor, and freely educated, but the school is calculated to receive a much larger number of the children of parents who can afford to pay for their education, and whose admission will largely increase the benefits which may be afforded to the foundation scholars, and will, I entertain no doubt, render the school in a short time self-supporting; and thereby enable its advantages to be extended to a still greater number of the poor. Looking at the anxiety of the middle classes to avail themselves of all thoroughly valuable educational establishments, when they are brought within a reasonable cost, I may fairly anticipate that the schools proposed to be established in Salisbury will be attended by the children of tradesmen, farmers, and others from a considerable distance; and moreover, as it has happened

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elsewhere, that the reception and care of weekly or quarterly boarders from the surrounding country may become a source of profit for many families in Salisbury. I speak from experience and not from mere speculation in this matter. This result has been produced and is in operation in a smaller measure from the establishment of a superior school in the village of West Ashton, near Trowbridge. Association and community of materials and of labour are in few things more beneficial than in the matter of instruction. If the educational machinery I propose to establish should be as effectual as I have every reason to suppose it would be, the extent of the advantages to the poor in all the various elements of their well-being may be increased far beyond anything which I have now ventured to indicate.

Nor is the direct consequence of affording higher opportunities for the education of the children of the middle classes its only benefit to them. It may well be hoped that it will inspire the poor with an emulation which will tend to relieve the classes immediately above them of an oppressive burden by attacking pauperism at its source. In the words of Dr. Chalmers in the work which I have before quoted, it will add to the securities against it, "by widening through education "the moral distance between the habits of the people and a condition "so degrading."* Every economist who has treated the subject with regard to the nature and impulses of man agrees that from this alone or chiefly must our hope come. Mill† says, "Unless their idea and "their habitual standard of comfortable living can be raised, nothing "permanent can be done for them," and he adds: "Every advance "they make in education, civilization, and social improvement tends "to raise that standard." Discussing the possibility of extending the general sources of well-being, he concludes,—"There is hardly any "source from which a more indefinite amount of improvement may be "looked for, than by endowing with brains those who now have only hands."‡

III.—The Principle of Administration of the Appropriated Charities.

This portion of the scheme, with the observations I have already made, will form a sufficient explanation of what is contemplated. I have sought to frame a form of application which, if it be extensively circulated, and if the conditions which it imposes as a title to participation in the charities be judiciously observed, may suggest and promote an attention to the culture of the young, of which it may be hoped another generation will experience the good effects.

IV.—The last Branch of the Scheme is directed to the Improvement of the Almshouses.

If almshouses are to be provided for the poor—and I am very far from saying that their establishment should not be encouraged, so long as they do not bear such an undue proportion to the numbers of the population as to attract and retain the poor at the same spot for the mere purpose of becoming inmates of them,—if such abodes are to be provided, I think it is due to the poor whom we thus distinguish from their fellows, that the residences so provided should be replete with all the conditions of health and comfort of which they are capable. I think they should be *models* of dwellings for the poor. So far from this being the case they are not unfrequently the reproach and dis-

* Works, 15, 224.
† Principles of Political Economy, vol. 1, p. 196.
‡ Ibid., 227.

grace of our ancient cities and towns. They are very far from being in a satisfactory condition in Salisbury. Many of them require to be rebuilt. For the rebuilding of some the trustees are now endeavouring to raise and accumulate funds, and in this field of charity alone, there is enough at present for the employment of no small amount of private liberality. In the rules proposed to be laid down on this subject, I desire only to give the trustees some scope in the application of charity funds, in the improvements which are needed, making it a condition that the same class of persons shall receive the benefit though in another form. *Thomas Hare, Esq.*

It is only necessary that I should in conclusion add, that with regard as well to the scheme as to the reasons for it, I do not speak as the official organ of the Board of Charity Commissioners, but as expressing my own views and opinions, in which others may or may not participate. I confess that as I become better acquainted with the state of our charitable endowments, and see more nearly their operation, and what is required in most cases to convert them to objects really beneficial, the less hope do I feel of speedily accomplishing any material improvement. In order to restrict the discretion of trustees by the application of sound principles, and still more to obtain a variation of trusts, the action of Parliament is necessary; but Parliament can only be expected to act at the instance of and upon arguments addressed to it by a minister or public functionary. Take the case of a scheme for Salisbury. I will suppose that it had received the approval of the Town Council and the intelligent inhabitants of the city,—that it had been sanctioned by the Charity Commissioners and laid before Parliament. The case of Salisbury is but that of every considerable city and town in England, for it is a matter in which it will be very difficult—I do not say impossible—to proceed by any general law. There are scarcely two places which do not differ, as to their ancient endowments and present wants. Every group of charities must be treated according to their special circumstances. Now the amount of labour necessary to be undertaken by any minister who would make himself acquainted with the sixty or seventy charitable institutions in Salisbury alone, so as to enable him to advocate in Parliament the improvements which might be proposed, is greater than, with the present official and parliamentary duties of the offices of State, he can be expected to encounter. It might fall properly within the duties of a minister of justice and public instruction,—for the questions are partly legal and partly political,—but there is no such officer. To the fact of the absence of any functionary whose proper duties it is to undertake so onerous and extensive a work of domestic improvement, must be added another fact which is not encouraging —that however future generations may do justice to the statesman who shall direct his labours to this subject, he will probably gain little or no present popularity. On the contrary, by introducing a policy which conflicts with the interests of many, he is tolerably certain to meet with a considerable amount of obloquy and misrepresentation; and even many good men, deluded by benevolent sympathies and the name of charity, will probably be found amongst his opponents. The lamentable state of immorality and idleness to which the system of parish relief had reduced a large portion of the labouring classes was proved to demonstration; but the necessary reform of the Poor Law had to make its way through years of clamour and opprobrium before it passed into its present state of tranquillity. A disease of the body politic, like that of the natural body, was not to be healed without pain and suffering, and where these fell, a fertile and attractive

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topic of animadversion was afforded for all those who could not or who would not see in the partial calamity the universal good. The advocates for the poor have not always been those who most truly cared for them. It will be easy to impute indifference or cruelty to a minister who shall propose to introduce into the administration of all permanent charitable trusts a regard to their ultimate results on the poor, rather than to their temporary relief, and shall leave that relief wholly to living and contemporaneous provision. I am afraid that the conduct of measures which would expose him to such imputations is not a tempting career; but whilst the adversaries of a better system of administering charitable trusts take comfort at the difficulties which stand in its way, it may be hoped that any who desire to see such improvement will not relax their exertions, or be wholly discouraged in their endeavours to obtain it, although it has nothing but reason and the public good in its favour.

I am, dear Sir,
Yours faithfully,
THOS. HARE.

Abraham Jackson, Esq., Mayor of Salisbury.

SCHEME for the ADMINISTRATION of the CHARITIES of the CITY OF SALISBURY and the PARISHES within the same.

PART I.—THE VESTING AND MANAGEMENT OF THE CHARITY ESTATES.

1.—All the Freehold, Copyhold, and Leasehold Messuages, Lands, Hereditaments, and other real Estate and Chattels real, and all the Personal Estate, now vested in or held by the Trustees of the following Charities, namely:—

1. *Baker's.*
2. *Bath's.*
3. *Bee's.*
4. *Blechynden's Almshouses,* and the augmentations thereof from Lee's Donation, Smith's Legacy, and Barford's Legacy.
5. *Bread Distribution* in the Close.
6. *Brickett's Hospital,* and the augmentation thereof from Thistlethwaite's Bequest, Mrs. Wyndham's Gift, Shaw's Bequest, Mrs. Barford's Gift, and Burch's Bequest.
7. *Church Estate* of the Parish of St. Martin.
8. *Church Estate* of the Parish of Fisherton Anger.
9. *Coles'.*
10. *Cooksey's.*
11. *Culver Street Almshouses,* and the augmentations thereof from Robert Sutton Marsh's Charity, Robert Cooper's Legacy, Mrs. Walsh's Legacy, and Mary Lake's Charity.
12. *Cutler's.*
13. *Earlsman's Gifts* of 6,200*l.*, 2,600*l.*, 1,180*l.*, 1,000*l.*, and 500*l.* Stock, and 1,000*l.* Bank Stock.
14. *Ellary's.*
15. *Eyre's Almshouses,* and the augmentations thereof from Gardiner's Bequest, Mrs. Barford's Legacy, Mrs. Tatum's Legacy, and Cooper's Legacy.
16. *Eyre's (John).*
17. *Eyre's Lecture Gift.*
18. *Sir Stephen Foxe's.*
19. *Fricker's.*
20. *Frowd's Hospital,* and the augmentations thereof from Fort's Charity, and the Charity for reading Prayers.
21. *Gardiner's.*
22. *Gauntlett's.*
23. *Ghost's.*
24. *Gifford's.*

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25. *Goman's.*
26. *Grammar School* (*Free*).
27. *Harcourt's.*
28. *Hayter's Almshouses.*
29. *Hussey's Almshouses.*
30. *Hyde's.*
31. *Kenton's.*
32. *Lake's.*
33. *Lane's.*
34. *Mack's.*
35. *Mervin's.*
36. *Mitchell's.*
37. *Newham's.*
38. *Nowes'*, so far as the same is applicable to Salisbury.
39. *Popley's.*
40. *Powell's.*
41. *Rodes'.*
42. *Smith's Bread Charity.*
43. *Thomas Smith's.*
44. *Duke of Somerset's.*
45. *Sutton's.*
46. *Sutton's Almshouses.*
47. *Swanton's.*
48. *Talman's School.*
49. *Taylor's Almshouses*, and the augmentations thereto from Best's Rent Charge and Swanton's Rent Charge.
50. *Thorner's*, so far as the same is applicable to Salisbury.
51. *Trinity Hospital*, and the augmentations thereof from Baker's Bequest, Cheffinch's Bequest, Fricker's Rent Charge, Ghost's Bequest, Moulton's Bequest, Powell's Bequest, Pump Money, Snook's Legacy, Stock arising from Fines, Swanton's Rent Charge, and Titchbourne's Rent Charge.
52. *Viner's.*
53. *Walsh's.*
54. *Sir Thomas White's.*
55. *Willoughby's.*
56. *Windover's.*
57. *Woodward's*, and
58. *Wotton's.*

Shall henceforth, and without any assurance or assignment (subject to the subsisting leases or incumbrance, if any), be vested in and held by the General Charities Trustees appointed by this scheme, and their successors, for the time being, to be appointed as herein-after mentioned in trust, for the purposes of this scheme, according to the provisions thereof, in the same manner, and for the same estate and interest, and as fully and effectually as the same respectively are now vested in or held by the present trustees thereof; and the said body shall have perpetual succession by the name of the "General Charities Trustees of the city of Salisbury," and by that name shall sue and be sued, and shall be entitled to use a common seal, and to hold lands without a license in Mortmain.

2.—The said General Charities Trustees shall be constituted of official and non-official trustees, and the official trustees shall consist of all persons who are now trustees or administrators of the charities herein-before named, or any of them, by virtue of their offices, whether ecclesiastical or civil, and their successors respectively, so long as they respectively continue in such offices, and the non-official trustees shall, in the first place, consist of all the present trustees of the said charities, or any of them, or of the funds thereof, or any of them, and then of trustees to be chosen according to the provisions herein-after contained.

3.—The management and administration of the several charities shall be under the control of the present trustees thereof respectively, who shall for that purpose form Committees of the General Charities Trustees, and when any vacancy shall occur in the number of non-official trustees on any committee, the same shall be filled up by the election of another trustee from the

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General Charities Trustees, such election to be made by the surviving or continuing members of the said committee, so long as any of the present trustees continue to be such members, and afterwards by the General Charities Trustees.

4.—The General Charities Trustees shall select from amongst their number so many Committees of Visitors as they shall think expedient or necessary, and such several committees respectively shall consist of one or more members, and shall have certain duties of inquiry assigned to them within particular districts, or localities, or amongst certain classes of poor, or in respect of special classes of applications, or kinds of relief, as the General Charities Trustees may think expedient, and such Committees of Visitors respectively shall inquire into all cases calling for relief within their respective districts or classes, and the nature and necessity for the same, and what are the means and capabilities of the applicants, and whether their relations are or are not in a condition to assist them, so that they may wholly or partially be able to dispense with the aid of public charity, and shall report the result of their inquiries to the General Charities Trustees.

5.—The death, resignation, bankruptcy, insolvency, or ceasing to reside within six miles of the city of Salisbury, of any non-official trustee, or the refusal or incapacity to act, or the neglect to act for the period of six consecutive meetings of any such trustee, shall respectively create a vacancy in the office of such trustee, and as soon as conveniently may be after the occurrence of any such vacancy the same shall be filled up by the appointment of some fit and proper person, resident within six miles of the said city, to fill such vacancy so as to keep up the full number of non-official trustees, under the provisions of this scheme, and such appointment of new trustees shall be made in the following manner, that is to say, the first vacancy which shall occur in the said number of non-official trustees shall be filled up by a person to be chosen by the Mayor of Salisbury for the time being, and the second vacancy which shall occur in such number shall be filled up by a person to be chosen by the majority of the remaining General Charities Trustees, including the official trustees for the time being, at a meeting convened for that purpose, of which at least one week's notice shall be given, and so on alternately as occasion shall arise, provided that no trustee shall be deemed to be appointed until he shall have signed a memorandum in the minute book of the said trustees in the presence of their clerk signifying his acceptance of the said trust, and if such memorandum be not so signed within one month from the time of his election the office shall be considered as again vacant, and the person or body entitled to nominate a trustee for that turn as aforesaid shall proceed to a new election; provided also that no appointment of any such non-official trustee shall be made until the number of non-official trustees shall be reduced to twenty-three, and the full number of such non-official trustees shall not thereafter exceed twenty-four.

Part II.—Educational Institutions.

1.—The income of the charity of Joan Popley, after payment of the pensions and other allowances out of the same, to persons in receipt thereof, on the 1st day of May 1856, and also the rent charge of 26*l.* 1*s.* 8*d.*, payable in respect of the Free Grammar School, to be paid to the General Charities Trustees, and by them carried to the Educational Fund.

2.—The rooms and premises heretofore occupied for the use of the Free Grammar School to be sold or let, and the produce or rent to be carried to the Educational Fund.

3.—The income of John Eyre's Charity to be carried to the Educational Fund, and applied to educational purposes, for the benefit of the poor inhabitants of the parish of St. Thomas.

4.—Talman's School-house to be sold or let, and the produce or rent carried to the Educational Fund, and applied for the education of poor girls of the parish of St. Thomas.

5.—The income of Nowe's Charity, applicable to the teaching of boys in the parish of Fisherton Anger, to be paid to the General Charities Trustees, and carried to the Educational Fund, and applied to the education of boys of the parish of Fisherton Anger.

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6.—The sum of 139*l.* 19*s.* 6*d.* Consolidated Annuities, standing in the names of trustees on account of Goman's Charity; and the sum of 645*l.*, part of 700*l.* 3 per cent. Reduced Annuities, standing in the names of trustees to the account of Cooksey's Charity, and the sum of 500*l.* Consolidated Annuities, standing in the names of trustees on account of Earlsman's 500*l.* gift, to be transferred to the General Charities Trustees, and carried to the Educational Fund to the "Salisbury Schools Buildings Account."

7.—The Educational Fund to be charged with 23*l.* per annum as the interest of Gooman's and Cooksey's Charities for educational purposes for the benefit of the poor inhabitants of the parish of St. Martin.

8.—The General Charities Trustees may apply the said sums of 139*l.* 19*s.* 6*d.*, 645*l.*, and 500*l.* stock, or so much thereof as shall be necessary in the erection or purchase and fitting up of a proper school-house and buildings, including class and lecture-rooms, rooms for modelling and drawing, and for evening classes and adults, a reading-room, library, laboratory, workshops, and master's or housekeeper's residences, and such other accommodation as shall be needed for the grammar, commercial, and trade schools which shall be established under this scheme in the city of Salisbury, and in the providing and fitting up a house and premises for the industrial training of girls in the same city.

9.—There shall be at all times in the Grammar, Commercial, and Trade Schools, to be established as aforesaid, 50 boys, who shall be foundation scholars, and shall be educated free of expense; and the vacancies in the said number shall annually be filled up by the election from the national, parochial, and other elementary schools in the city of Salisbury, of boys, children of the poor, not being under 12 years of age, and who shall, upon the annual examination herein-after provided for, be found the most apt and intelligent, and, in the judgment of the examiners, teachers, and trustees, the most likely to profit by the higher education afforded to such foundation scholars, but having also due regard to the character and conduct of such boys respectively.

10.—The subjects of instruction in the said Grammar, Commercial, and Trade Schools shall comprise—The *Holy Scriptures and Sacred History*, Latin, *English Language Literature, and Composition*; French, German, *Arithmetic, Algebra*, plane and solid Geometry, Trigonometry, *Writing and Drawing and Designing*, *Geography, physical*, political, and *commercial; History*, English Constitution, Colonial History, Advancement of Civilization, and the progressive state of the several classes, Pure and applied Mechanics, illustrated by the higher Mathematics, Chemistry, and Mineralogy, with their application to the industrial and practical arts, and generally such subjects as the General Charities Trustees shall prescribe; and in the choice of subjects for the foundation scholars respectively, the trustees may, with the advice of the examiners, or otherwise having regard to any particular talent or intended calling, permit especial attention to be given to particular subjects and dispense with attention to others, provided that instruction in the subjects printed in *italics* shall in no case be dispensed with.

11.—An Industrial School shall be provided and furnished for the habitation of a mistress or teacher and assistant and ten girls, who shall be boarded, clothed, and taught, besides the ordinary school instruction,

Household work,
Cooking and bread baking,
Washing, ironing, &c.
Cutting out and making and repairing clothes,
Principles of ventilation and conditions of physical health;

and such other subjects as the General Charities Trustees shall prescribe.

12.—The parents or guardians of any child who may be elected as a scholar on the foundation of the said schools, may apply to the General Charities Trustees, and state in writing, upon forms to be provided for that purpose, their income and circumstances, showing (if the facts be so) their inability to maintain their said child at school without the aid of the said trustees, and one of the committee of visitors shall inquire into the truth of such statement, and report thereon, with their opinion on the case, to the trustees; and the trustees may, upon such report, direct that the said child shall receive his or

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her education in the said Grammar, Commercial, and Trade or Industrial Schools free of expense, except for books, or wholly free of expense; or that the said child shall also in addition to such free education be either freely boarded in the schools, or receive his or her board therein on such terms as may be arranged, with the consent of the friends of the said child, or in further addition to such other benefits, or any of them; that the said child be also provided with clothes, and, if necessary and practicable, lodging in the dormitories to be provided at the said schools.

13.—The General Charities Trustees from the reports of the examiner, and of the visitors, managers, masters, and mistresses of the national, parochial, and other elementary schools for girls, shall select from such schools annually so many of the eldest girls therein, and who have been the most regular in attendance for the longest time in such school, as shall make up the number of sixty, who shall be elected as pupils in the said industrial school, and such pupils shall, if their parents and guardians desire the same, and so far as the funds or other means applicable to that purpose may admit, receive whole or partial board in the said industrial school, for the period of two years from their election into the same, and twenty of the eldest of such girls being also chosen with due regard to their conduct and character shall be wholly maintained in the said industrial school for equal periods of time during the two years, ten of such girls being in residence at the same time, and the times of the residence of each girl being for such period or periods, and in such rotation as shall be arranged by the mistress and parents or guardians of the said girls.

14.—The duty of the mistress and assistant at the said industrial school shall be not only to teach the ten girls from time to time in residence at the said school, but also as far as possible to afford the girls not residing at the school advice and directions at their homes, and arrange for the attendance at evening classes of such of them as are not able to attend the day schools, and otherwise to aid them in their education and the formation of character, and especially in improving their knowledge in matters of domestic economy.

15.—The General Charities Trustees may nominate any lady or ladies superintendents or visitors of the Girls' Industrial School, and frame such rules as may be necessary with regard to their superintendence and visitation thereof.

16.—The industrial pupils who shall not be in residence, and also those who shall have passed through the period of two years from their election as such pupils, and shall be certified by the ladies superintendents or mistress as having conducted themselves well, shall thenceforth be admitted to the evening classes at the said industrial school, and to the benefit of the library in the same, and shall have all such other advantages connected with the said establishment as can be conveniently extended to them without interfering with the especial training of the girls in residence.

17.—The General Charities Trustees shall appoint teachers for the grammar, commercial, and trade schools, such teachers being persons to whom certificates of merit or competency have been or may be granted under the authority of the Committee of Council for Education, or who, in the absence of such certificates, shall be certified to be competent by examiners to be appointed by the said Trustees, with the approbation of the Charity Commissioners; and shall, with such approbation, assign to the teachers so appointed such stipends, together with such shares of the fees paid by pupils, or either of such modes of remuneration as the Trustees may determine; and the Trustees shall also appoint the mistress and assistant of the said industrial schools, and assign to them respectively fit stipends, subject to the like approbation.

18.—Lectures and instruction in the Holy Scriptures and Sacred History, to be given to the foundation scholars who are members of the Church of England, by any clergymen licensed to officiate in the diocese, and no other person, unless specially licensed by the bishop; and lectures and instruction on the same subjects to those scholars who are not members of the Church of England, if desired by their parents and guardians, to be given by ministers or preachers of other communions, to be nominated by the General Charities Trustees, and every foundation scholar and pupil shall, once a-year, or at any time when required, produce a certificate from the clergyman of the parish, or other

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minister, showing whether his or her attendance on religious duties has been satisfactory during the preceding year.

19.—The General Charities Trustees from time to time to determine the fees to be paid at the grammar, commercial, and trade schools, by pupils not chosen on the foundation as aforesaid, or who being so chosen shall not be in circumstances requiring gratuitous education, according to the means or position in life of the parents or otherwise, but the amount of such fees to be subject to the approbation of the Charity Commissioners.

20.—The educational fund to be created as herein-before mentioned, and the income which shall be derived from the payments of pupils in the said Grammar, Commercial, and Trade Schools, and also the income, or part of the income, of any other of the said charities, the specified objects of which may from any cause fail, and which the trustees are, or hereafter may be, authorised to carry to the same fund, shall be applied in the payment of the stipends of the masters and teachers of the said schools and other the expenses thereof, and the maintenance of the said scholars, the expenses of the said industrial schools, and the maintenance of the pupils from time to time therein, and in increasing the number of such free scholars and pupils as means and occasions shall arise, and to such other purposes for the education as well of adults as of the children of the poor of either sex, either in providing lending libraries and evening lectures and instruction for the use of such poor or otherwise as shall appear to the trustees to be most beneficial, such application being made under regulations to be submitted to and approved of from time to time by the Charity Commissioners.

21.—Where the funds of any charity are applicable for the promotion of education in a particular parish, it shall be a sufficient satisfaction of such specific trust, if the amount of the educational fund actually applied for the benefit of the class of persons entitled thereto of that particular parish shall be equal to or exceed the sum or sums so specifically applicable.

22.—No part of the funds of the said charities, or the produce of the same (save the use of the said schools, libraries, laboratories, workshops, &c., subject to the payment of the school fees to be fixed as aforesaid) shall be applied for the benefit of any child whose parents or guardians are not certified by one of the said committees of visitors to be in necessitous circumstances and to require such aid, in order that he or she may be enabled to continue in the said schools and receive the benefit thereof.

23.—Certificates of honour or other prizes or rewards may be given to scholars under instruction at the said Grammar, Commercial, and Trade Schools, and not on the foundation thereof; but no part of the expense of such prizes or rewards shall be borne or paid out of the said educational or charity funds, or any part thereof.

24.—There shall be an annual examination on a day to be appointed by the General Charity Trustees of such boys and girls as are eligible candidates for the apprentice prizes and foundation scholarships and other rewards provided by this scheme; and all such candidates shall produce a certificate of his or her qualification, filled up and signed by the teacher of the school, and countersigned by the minister of the place of worship in which the child shall have attended, in the form (A) hereunto subjoined; and the General Charities Trustees shall, previous to such examinations, furnish the examiner with a statement of the number and amount of apprentice fees and rewards which are intended to be given, and the number of vacancies on the foundation of the Grammar, Commercial, and Trade and Industrial Schools, and the examiner shall in his report specify the comparative position of each candidate in the examination, and whether he conceives the candidate to be eligible for any and what class of prize or reward, having regard to his positive capacity and acquirements, and the visitors, managers, masters, or mistresses of each elementary school shall be furnished with a copy of so much of such report as shall relate to the elementary school with which they are respectively connected, and shall add opposite to the name of each candidate their report of the conduct of such candidate, and such report of the examiners, visitors, managers, masters, or mistresses shall be laid before the trustees of the charities, who shall select therefrom the children to whom such prizes and rewards respectively are to be given.

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(A)—*The undersigned certify :—*

1*st. That* *is the child of* *who is [or was at the time of his or her death] a parishioner of* *and [in the first case] has resided in the* *for twelve months last past.*

2*nd. That* *completed his* *year on the* *day of* 18

3*rd. That* *has attended the* *School for a period of not less than two years, and appears from the school register to have attended at least* 176 *days during the twelve months now ending*

4*th. That* *bears a good character, and has been attentive to religious duties.*

Occupation of Candidate's Parents.

To be signed by the teacher, and countersigned by the minister.

25.—The charities given for the purpose of apprenticeship by Elizabeth Bath, Thomas Bee, Richard Earlsman, Edward Frowd, Thomas Gardiner, Edmund Mack, the Duke of Somerset, Francis Swanton, Robert Thorner, and Edward Windover, shall be applied, subject to the provisions of this scheme, in fees or premiums for the apprenticeship either as in or out door apprentices or otherwise, as hereafter mentioned, for the benefit of such boys and girls of the city and parishes of Salisbury respectively as shall be reported by the examiners to be the successful candidates on an examination of such children as shall have attended any of the schools in the said city, and shall be otherwise qualified according to the provisions of this scheme, to the amount year by year applicable to such purposes, and a form of indenture of apprenticeship shall be settled and used in all cases of apprenticeship, which shall as far as possible provide for the moral welfare and control of the apprentice during his or her term of apprenticeship and for affording such apprentice, the opportunity of attending classes for adult instruction where practicable. And if any boy or girl who shall be a successful candidate on such examination shall be apprenticed to any trade or calling by other means, and shall desire that the amount of the premium may be set aside for his or her use at the expiration of the term of his or her apprenticeship, it shall be lawful for the trustees, instead of applying the same by way of fee or premium, to deposit the same in some convenient savings bank, to be paid over to the apprentice at the expiration of his or her term of service; provided also that no part of the funds of the said charities shall be applied for the benefit of any boy or girl whose parents or guardians are not found and certified by one of such committees of visitors to be in circumstances rendering aid necessary.

26.—The sums allotted in any case as fees for apprenticing may be wholly or partly applied towards the outfit, supply of tools or implements, travelling expenses, or other necessary disbursements of any foundation or other scholar selected to receive the same at such examination as aforesaid, or may be employed in otherwise advantageously placing him in a situation to acquire a trade, or the position of a skilled artificer, although the same may not be in the form of apprenticeship hitherto adopted.

27. The General Charities Trustees shall appoint competent examiners to conduct the examinations required under this scheme, and may pay every examiner such sum as shall be approved of by the Charity Commissioners for his trouble and expenses, and such examinations shall take place in public, after at least a fortnight's public notice thereof shall have been given, by copies of such notice being placed on or near the doors of all the churches, chapels, and places of worship in the said city, and also by copies being delivered at all the public school-houses in the said city.

Part III.—Principle of Distribution of the Appropriated Charities.

1.—All applications for any of the benefits of the charities, except those which are to be disposed of after the examinations hereby provided for, shall be made in the form (B) hereunto annexed, and shall be filled up in writing by the party applying, or some person on his or her behalf, and signed with his or her name or mark, and the General Charities Trustees and the several com-

mittees of the said body shall in their selection of the objects and recipients of the said charities have regard and give the preference to those persons who have been the most diligent in attending to the education and bringing up of their children, and all such applications shall be numbered and filed, and the number of the applicants, and the reasons for the choice of the applicant who shall be selected, shall be entered on the minutes of the trustees; and as to any charities which are distributable in money, food, fuel, or clothing, the trustees shall be at liberty to appropriate the same for the benefit of poor persons who shall be keeping a child or children at school after the age of 11 years, as an encouragement to them in so doing, and the better to enable the parents to dispense with the wages which might be earned by such child or children if taken from school. *Thomas Hare, Esq.*

(B).

I now residing at in the parish of say that I was born in the parish of in the county of and that I am now years of age, that I have been (or) am married, and have children who are of the respective ages of and upwards, and that my said children attended schools from the time they were of the respective ages of until they were of the respective ages of and that my said children are now employed as follows:— and that I have worked as and that I am (or) was employed until (or) unemployed, owing to and that I am desirous of

Note.—*In considering all applications, the trustees will have regard and give the preference to those who being otherwise eligible have been the most diligent in attending to the education and bringing up of their children.*

2.—The General Charities Trustees shall, once in every year, or oftener, as occasion may require, cause an account to be prepared of the number of the children of the poor (ascertained to be eligible objects as aforesaid) of each parish, who are boarded, or boarded and lodged, or boarded, lodged, and clothed in the said schools, wholly or partially free of expense, and the expenses in food, clothing, or fuel required for such children, and the sum, if any, which is applicable for the same out of the educational funds, or otherwise, and the additional amount, if any, which is needful to provide such necessaries respectively for the poor children of each parish; and the trustees may thereupon, with the consent of the committee managing any charity or charities dedicated by the founders to the supply of any such articles to the poor, direct that any part of the income of such charity or charities, not exceeding in the whole the said additional sum, may be supplied, under the direction of the said committee of visitors, in providing the particular kind of relief intended for the children—objects of the said bounty in the said schools.

3.—Where money, bread, fuel, and clothing, or other gifts have been distributed in small sums or quantities, the General Charities Trustees, or the committee administering the particular charities, may combine such gifts, and distribute them to and amongst a smaller number of persons, so that they may be rendered of more substantial benefit to the persons receiving the same.

4.—The poor persons of the parish of St. Thomas who are now on the list of recipients of bread every fortnight, from the income of John Eyre's charity, shall, so long as they continue on such list, be supplied with the like quantity of bread by the application of the funds of Rode's, Willoughby's, Mervin's, and Gauntlett's Charities, or by being placed on the list of recipients of bread on the Saturday distribution, in the Close, if they shall be eligible for the same; and if the said funds shall be insufficient, the remainder of such bread shall be paid for out of any funds which may be in the hands of the General Charity Trustees under this scheme.

Part IV.—Improvement of the Almshouses.

In cases in which any hospitals or almshouses vested in the General Charities Trustees, as aforesaid, shall be or become out of repair, or shall require alteration or improvement in order to render them suitable for the habitation of the aged persons nominated to fill the same, having due regard to their health and comfort, and there shall be no funds or no sufficient funds belonging to

Thomas Hare, Esq.

particular endowment applicable, under the trusts of the foundation, to such repair or improvement, the General Charities Trustees, or the committee administering such particular charity, may direct that any funds belonging to such endowment, or if there be none sufficient in amount belonging thereto, then any of the funds applicable for the benefit of the like class of poor, howsoever distributable, shall be applied to the purposes of such repair or improvement; and the General Charities Trustees or the said committee shall, in cases where the allowances of the almspeople or others may be reduced or absorbed by such repairs or improvements, direct that the funds of any other charities which are distributable in money, bread, fuel, clothing, or otherwise, to a like class of poor, shall be applied for the benefit of such alms people or others, in aid or lieu of the funds from which monies shall have been appropriated to such repair or improvement; but no part of the funds belonging or exclusively applicable to one almshouse or set of almshouses or hospital, or the inmates thereof, shall, without the consent of all the trustees thereof, be appropriated towards the repair or improvement of any other almshouse or hospital, or for the support of the inmates thereof.

A TABLE of the YEARLY INCOME of the several CHARITIES proposed to be dealt with under the foregoing SCHEME.

INCOME of the first Group, viz., Charities applicable to Education and Apprenticeship.

Number of the Charity in the Scheme.	Annual Income. £	s.	d.	Number of the Charity in the Scheme.	Annual Income. £	s.	d.
2	11	12	2	34	20	0	0
3	4	16	0	38	66	0	0
10	21	0	0	39	385	0	0
13	120	0	0	44	300	0	0
16	29	2	6	47	10	0	0
17	25	0	0	48	—	—	—
21	20	0	0	50	25	0	0
25	9	13	10	54	15	0	0
26	24	3	2	56	1	13	4
					£1088	1	0

INCOME of the second Group, viz., Charities capable of being appropriated for the Assistance or Encouragement of poor Parents in obtaining Education for their Children.

Number of the Charity in the Scheme.	Annual Income. £	s.	d.	Number of the Charity in the Scheme.	Annual Income. £	s.	d.
5	17	6	8	32	23	14	0
9	3	12	0	33	28	14	6
12	138	0	0	35	4	10	0
13	300	0	0	37	30	0	0
14	2	15	0	40	1	10	0
18	8	0	0	41	2	2	0
19	13	13	0	42	0	16	10
22	3	0	0	43	108	0	0
23	28	17	3	45	8	0	0
24	2	0	0	52	2	10	0
27	13	6	4	55	4	0	0
30	10	0	0	57	28	0	0
31	2	10	0	58	4	6	8
					£789	4	3

INCOME of the third Group, viz., Charities forming the Endowments of ten sets of Almshouses for 76 aged persons. *Thomas Hare, Esq.*

Number of the Charity in the Scheme.	Annual Income. £ s. d.	Number of the Charity in the Scheme.	Annual Income. £ s. d.
1 - - -	16 4 11	28 - - -	150 0 0
4 - - -	83 3 0	29 - - -	132 17 4
6 - - -	23 3 0	46 - - -	6 13 0
11 - - -	40 2 9	49 - - -	55 4 0
15 - - -	51 16 0	51 - - -	190 13 6
20 - - -	179 15 0	53 - - -	3 4 6
			£932 17 0

FRANCIS OFFLEY MARTIN, Esq., examined. *F. O. Martin, Esq.*

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4025. (*Sir J. Coleridge.*) You are one of the inspectors of the Charity Commissioners?—I am; I was one of the Commissioners of Inquiry, under the commission which expired about 20 years ago.

4026. Under Lord Brougham's Act?—There were 20 appointed at one time, and I was one of the 20.

4027. How long have you been an inspector?—I am not one of the original inspectors. I have been an inspector about four years.

4028. In what profession were you before?—I am a member of the bar, and for some time, 14 or 15 years, I was one of the legal assistant tithe commissioners; what are called the assistant tithe commissioners for special purposes.

4029. Will you be good enough to state under what circumstances you, in the first instance, go to any place to inspect it?—Generally the order which is made is to inquire into the state and condition of the charities of a particular place, and to report the condition of them, and what improvement may be made in the administration. Occasionally we go for very particular purposes; I had occasion a few days ago to go down and inquire into the conduct of a schoolmaster in Nottinghamshire. On one or two occasions I have made special inquiries of that kind.

4030. Do you know what sets the commission at work, in the first instance, in any particular case?—I think that the commission is generally set in motion by some question which arises; some person makes an application asking for information upon a particular point; one of the very first places that I went to was the borough of Reading. I think that there was there some question respecting the balances of accounts; and the Commissioners thought that inquiry ought to be made, and I went down. Then we make a general inquiry.

4031. In what way does that matter generally come before the Commissioners in the first instance?—I think generally by a letter from some person interested in the charities. I have occasionally brought matters before the Commissioners which I have become acquainted with in the course of my official occupation.

4032. Is your time pretty fully employed?—My time is completely employed; the drawing up of reports is a very tedious and laborious business, if you attempt to get any statistical information out of them.

4033. Do you happen to be able to tell us what number of cases you have reported upon?—I cannot tell the exact number, but I have

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here a sort of summary of what has taken place in a very large number of them.

4034. To what extent?—I can hardly tell how many there are here; I have not counted them at all.

4035. (*Mr. Senior.*) In what proportion has any actual result followed?—It is difficult to say in what proportion any actual result has followed, because it very frequently happens that the particular point which has called the attention of the Commissioners to the case has been settled; but the cases in which any general result has taken place are very few.

4036. (*Sir J. Coleridge.*) When you say "settled," what do you mean by that?—For instance, I remember that there was a case at Wymondham in Leicestershire, where I went to inquire into the conduct of a schoolmaster, and I believe that as the result of the inquiry he has been removed; last year I was at Ludlow, and I inquired into the charities of Ludlow, which occupied me for a very long time; the particular point there which I went to inquire into was the propriety of rebuilding some almshouses. The almshouses, I believe, have been rebuilt; that particular point has been set at rest, but there were matters affecting those almshouses which, in former times, were the subject of very great litigation and still remain open, which probably can only be settled by an Act of Parliament.

4037. You recollect the inquiry long back?—Yes.

4038. You conduct the inquiry in public?—Yes.

4039. And if necessary you administer an oath?—If necessary; I have generally found that you get more information if you do not administer an oath; a great deal of information and many valuable facts are disclosed in a colloquial manner; and you in general would get far more information by not swearing the parties.

4040. Do you take a detailed note of the evidence?—In cases which I might distinguish as judicial cases I do my best to take the evidence very carefully, but in other matters, where the parties get colloquial, and there is no particular point at issue, it is much more difficult to take a particularly accurate note of the evidence.

4041. When you take either this general or particular note of the evidence, is it attached to your report?—No, it is not generally attached to my report. Very frequently, in cases where the Commissioners have had to pronounce a decision affecting a particular person's character or interest, it has been my practice to lay the evidence before them. I did that in the particular case which I went to lately in Nottinghamshire.

4042. You have nothing to do, I suppose, with the interior management of the office?—No.

4043. Do you know anything about it. Suppose that you want to get at any former report of your own?—My former reports have all been printed.

4044. I mean since you have been an inspector?—I can always get them. I had most of them before me to day in the office in order that I might put myself in possession of any information they contained.

4045. There is no difficulty in getting at them?—Not the least.

4046. (*Mr. Senior.*) We have been told that the reports are very often mislaid, and that recourse has to be had to the inspector's rough copies?—I dare say that reports may have been mislaid.

4047. We understand that there is no catalogue kept?—I believe there is a catalogue kept of the reports. I am sorry to say that I must plead guilty to not keeping my things in very good order, but still I have always been able to find my reports.

4048. (*Sir J. Coleridge.*) There would be some clerk to find them for you; but what knowledge have the clerks of them?—Being constantly at the office, I have a good deal of intercourse with the clerks more or less; but there is one clerk who, when the inquiry is likely to occupy some time, or when I require assistance, generally goes with me, and he can always find my reports for me. I do not make it a practice to take a clerk with me; if I could, I would always dispense with the services of a clerk. I have lately been on an inquiry at Birmingham, which occupied me a very considerable time; it was with reference to the Queen's College, and it was absolutely necessary to have some person to assist me in abstracting documents.

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4049. Have you found in general that the parties respecting whom you have come to inquire have been opposed to your inquiries?—No, I think not. I have generally found parties very willing. I do not think that I can remember any instance in which there has been any reluctance to give information.

4050. Have you had much to do in inquiring into educational charities?—I am not aware that I have had more than any other inspector. I have had one or two educational charities, for instance, the Gresham charities; what is called Gresham College, in the city of London, was one of the first cases which I investigated under this commission; and I have lately investigated the great grammar school at Shrewsbury and the grammar school at Canterbury, the capitular school; and the grammar school at Ludlow; in short, I have had several of those cases through my hands.

4051. I was not confining your attention to the great educational charities, but including small educational charities?—I have looked into a good many of the small charities in villages.

4052. Have you generally found the smaller educational charities applied usefully for the purposes of education?—I think that in general unendowed schools are better administered than others. The interest of the master is too often thought of more than that of the scholars. I reported 24 years ago a schoolmaster in Borough-green in Cambridgeshire, as deserving to be removed. I found him three or four months ago teaching, or pretending to teach, two little boys. He is since dead. There was a similar case, but not so bad, at Fen Ditton. I think that schools where clothing is given, except in the case of industrial girls' schools, are generally inferior. It is so at Wakefield. At Twickenham, where the clothes are conspicuous and ridiculous, the boys who have them are the least regular and attentive. The trustees are desirous to discontinue them. A good deal depends on the nature and appearance of the clothes. They are often looked on as a degradation. I have notes here taken from my report in a very rough way of several schools which I have inspected. I have inspected schools at Bewdley, at Leverington in Cambridgeshire, at Outwell in Cambridgeshire, and various others.

4053. (*Mr. Senior.*) Have you memoranda upon each of those cases?—I think that I have some little note with reference to each of them. I thought that it might be satisfactory to show how I generally attempt to make my reports out. This is the case of Ludlow. One item at Ludlow is very considerable, viz., "Costs in Chancery." I always get that item out, if I can, because it is a very material one.

4054. Will you tell us what you have about Ludlow?—The costs in Chancery at Ludlow in the suit relating to Foxe's almshouses, which was a very peculiar case, amounted to 2,015*l.* 15*s.* 9*d.* Of that 1,000*l.* was actually paid, the other 1,000*l.* was lost by one of the attorneys.

4055. (*Sir J. Coleridge.*) Did the costs come out of the charity

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funds?—No, the income of the charity, in respect of which this 2,000*l.* was incurred, was only 11*l.* a year.

4056. Who was to pay the 2,000*l.*?—Of that amount the costs which were paid were 1,015*l.* 15*s.* 9*d.*; those were paid by the old corporation, and the other 1,000*l.*, making up the 2000*l.*, was lost by the solicitor. That was an extraordinary case. The case was three times before the Court of Chancery. It was brought in upon petition under Sir Samuel Romilly's Act. The Master's report was confirmed; it came before the Master of the Rolls; it was affirmed there, and was affirmed by the Lord Chancellor, Lord Eldon; and Lord Eldon ultimately reversed his own decree in the House of Lords upon the ground that the proceedings ought to have been by information and not by petition, so that in fact the preliminary objection was taken in the court of last resort. The paid costs amounted to 1,015*l.* 15*s.* 9*d.* and 1,000*l.* was lost by the solicitor.

4057. (*Rev. W. Rogers.*) This was not all regarding education?—No. I was mentioning the way in which I generally proceeded; the information which I tried to collect when I made an inquiry. The next suit was the Attorney-General *v.* the Corporation of Ludlow; the costs there were 20,929*l.* 15*s.* 10*d.*

4058. (*Sir J. Coleridge.*) Were those the costs on both sides?—Those were the whole costs which were paid by the old corporation, who had to sell all their property to pay them. The case was compromised by an Act of Parliament, and there was a great deal of litigation in it. The other case had no result at all.

4059. (*Mr. Senior.*) That in which the costs were 2,000*l.*?—Yes; the petition was dismissed in the House of Lords. The next costs at Ludlow were the costs of appointing municipal trustees of the charities, those were 776*l.* 12*s.* 8*d.* Then there was the cost of appointing new trustees (there were some trustees added lately in Chancery), 131*l.* 18*s.* 10*d.* That makes 23,854*l.* 3*s.* 1*d.*

4060. (*Rev. W. Rogers.*) What was the amount of the charity in litigation?—The first charity was about 11*l.* a year.

4061. (*Sir J. Coleridge.*) It did not all relate to that?—No, the 2,000*l.* related to that. The income of the whole of the charities of Ludlow is 2,549*l.* 3*s.* 10*d.*

4062. (*Mr. Senior.*) Before payment of the costs or after?—Afterwards, at the present time. The costs were paid not by the charity, but by the old corporation.

4063. Out of what fund?—They sold the whole of the corporation property, except a mill, to pay them. As far as I can I endeavour to ascertain what the property consists of. At Ludlow the property consists of the rents of land, 1,684*l.* 8*s.* 6*d.*; rentcharges 63*l.* 5*s.* 4*d.*; an annuity from the dean and chapter of Hereford, 21*l.* 6*s.* 6*d.*; dividends, 370*l.* 14*s.* 2*d.*; capitation fees in the school (it is a grammar school), 196*l.* 0*s.* 8*d.* Those are the municipal charities alone. Then the income of the other charities consists of rents, 86*l.* 17*s.*; rentcharges, 34*l.* 6*s.* 8*d.*; dividends, 92*l.* 5*s.* That makes a total of 2,549*l.* 3*s.* 10*d.*

4064. (*Sir J. Coleridge.*) I have collected from what you have said that there is a school?—Yes, a good grammar school. Most of the grammar schools in England are in a state of decadence, I think.

4065. That is what are called the free grammar schools?—Yes; that is the case even with that excellent school at Shrewsbury. I attempted to ascertain the proportion of prizes obtained at the university to the numbers at the school, and it is perhaps now greater than

ever it was. The school is suffering greatly for want of new buildings. It is sustained by Dr. Kennedy's reputation.

4066. And yet the school is small?—Yes; the school has now about 100; the number is 105, I think. At Ludlow I have endeavoured to classify the charities as to their objects. I make out the charities in this way: For the grammar school there is the gift of King Edward VI., 518*l.* 9*s.* Then there are gifts for the clergy, 316*l.* 4*s.* 8*d.*

4067. Is the income of the foundation of the school 518*l.*?—It is a portion of Edward VI.'s gift; the income of it is 518*l.* I have not brought the whole, but I have brought this document, thinking it desirable that I should be in a position to answer these questions.

4068. Do you know how many boys there are at the school?—About 50 at the present moment. Then the exhibitions are 150*l.*

4069. Plus the 518*l.*?—Yes, exhibitions to the university; but with the view of giving the town of Ludlow the benefit of these exhibitions, they are limited to boys who are not boarders; and the consequence is that the school not being supported by boarders, it is rather in a small state; Ludlow is not sufficient; the exhibitions, I may say, are in abeyance.

4070. (*Rev. W. Rogers*). Are they never taken up?—Very few are taken up.

4071. What is done with the money?—It accumulates. There is a very complicated scheme in the Court of Chancery, which the gentleman who was mayor of Ludlow when I was there, who was a solicitor, informed me that they could not work. The scheme is very compli cated indeed.

4072. (*Mr. Senior.*) I suppose the fact is, that the education which is given is such as the people of Ludlow do not want?—The education is a fair classical education.

4073. And that they do not want?—Some people of Ludlow want it, and some do not. There is other instruction given at the school besides Latin and Greek.

4074. But still there are only about 50 boys?—Yes.

4075. (*Sir J. Coleridge.*) How many boarders are there?—I think there are about 22 boarders.

4076. *Rev. W. Rogers.*) How much of this 2,500*l.* is available for education in the charities of Ludlow?—The next item to the exhibition is scholarships, 21*l.* 6*s.* 8*d.*

4077. (*Sir J. Coleridge.*) Are the scholarships at the university?—I think they are scholarships at the school, speaking from recollection. The next item is Blue and National schools (what are called the Blue schools are united with the National), 97*l.* 7*s.* 10*d.* Then there are a variety of almshouses. One is 702*l.* 18*s.* 10*d.*, Hosyer's almshouse; Foxe's, 208*l.* 3*s.* 2*d.*; Lane's asylum, 86*l.* 17*s.* Then bread gifts, 32*l.* 10*s.*; money doles, 41*l.* 4*s.* 6*d.*; salaries, 85*l.* 5*s.*; and surplus, 8*l.* 17*s.* 2*d.*; making the total of 2,549*l.* 3*s.* 10*d.* Then I have the following statement of results: Payment to clergymen, 316*l.* 4*s.* 8*d.*; boys educated at 3*l.*, and boys educated at 8*l.* Unfortunately I have not filled up the numbers of those who pay at each rate. There are four scholars receiving each 5*l.* 1*s.* 4*d.* per annum. Then at the National and Blue schools there are 489 boys on the books, and 358 the average attendance. They are good schools, and are recently established.

4078. (*Rev. W. Rogers.*) They are under Government inspection?—Yes.

4079. (*Mr. Senior.*) At what expense are they maintained?—They

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are very much maintained by voluntary contributions and children's pence.

4080. What does the charity pay towards them?—97*l.*

4081. So that for 97*l.* they educate 480 boys?—Yes.

4082. And for about 700*l.* they educate 50.—Not 700*l.* The 150*l.* for the exhibitions goes into abeyance; it is carried into the reserve fund and accumulated. Then there are 44 almspeople receiving on the average 7*s.* a week, and 33 of them receiving 11*s.* 8*d.* per annum for clothing. There are 113 money doles at an average of 6*s.* 8*d.*, and 283 bread gifts at an average of 2*s.* 2½*d.*, making 396 recipients of money and bread gifts. That is what I call the result of the charities at Ludlow. I have the results for a great many other places. I have a list of other charities here—other schools. I have the case of the Canterbury grammar school; that is a capitular school; 491*l.* is the amount. There are 76 boys, 50 of them are King's scholars.

4083. (*Sir J. Coleridge.*) Has it occurred to you that the powers of the Charity Commissioners might be usefully increased in any way. Has your attention been called to that subject?—I confess that I have no doubt of it.

4084. In what way would you suggest that they should be increased?—I think it would be an improvement if the three gentlemen who constitute our board had something more even than the powers of the Court of Chancery, because that court has no legislative powers. I could give you a most excellent instance of the necessity of some power of that kind. In a very great charity in the metropolis one great foundation is wanted to be set at liberty by an Act of Parliament. The court cannot alter the destination; it can only administer the law. If something like that power which was in fact possessed by the old commissioners of charitable uses under the statute of Elizabeth were vested in the Commissioners, very great good might arise from it. In my capacity of Assistant Tithe Commissioner for legal purposes I have frequently decided cases of modus and exemption, involving mixed questions of law and fact, and property of upwards of 1,000*l.* or 1,200*l.* a year, my decision being final in cases under 20*l.* a year. If such powers were safely exercised by a subordinate, powers more extensive than those now entrusted to them might be conferred upon the present Commissioners, all of whom are gentlemen of great legal attainments. I have lately prepared one or two schemes for the regulation of charities of small amount. These schemes have been approved by the Commissioners. They will have to be submitted to County Court Judges, members, probably, of the Common Law Bar, probably of less standing than the Commissioners, and certainly less conversant with charity cases. Powers like those exercised by the Commissioners under the statute of Elizabeth would be most valuable.

4085. Will you give an instance of how you would apply it?—One particular instance is that of Bethlem Hospital. Bethlem is divided into two parts, the curable and the incurable foundation. The incurable foundation is comparatively useless. Now there are so many lunatic asylums up and down the country, that all chronic lunatics are provided for, and there are few places for the treatment of curable patients. If the Lincolnshire estate, which produces about 5,000*l.* a year, were to be applied in the cure of lunatics, instead of the maintenance of incurables, the probability is that it would do a very great deal of good; indeed, I believe I am in a position to show that the incurable department has done a balance of mischief. I believe that I have, in my principal report, proved that it has defeated the object of the donor.

4086. Would you turn out the incurables?—I would not turn out

the incurables who are there now, but I would admit no incurables after they died off, and I would permit the Charity Commissioners to treat that Lincolnshire estate as forming part of the general funds of the Hospital.

4087. As regards the present objects of the commission, have they powers of effectually carrying them out within the existing laws?—They have power to do very little good, because they can only certify. Their power of advice is the most beneficial power.

4088. You mean advice to individuals?—The power which indemnifies trustees for doing that which is approved by the Commissioners.

4089. Supposing they recommend the trustees in any particular case to go to Chancery for a scheme, you say that they are indemnified? It is simply in this way. If the advice of the Commissioners is asked, and is given under their seal, that indemnifies the persons acting upon it from any proceedings against them; supposing they commit that which is technically a breach of trust, there can be no proceedings against them. One most important power of the Commissioners is that which prevents vexatious informations being filed.

4090. That they have at present?—Yes; those two are the most important powers which they have.

4091. Is anything wanted to make them more efficacious?—The power of advice and the power of preventing informations are perfectly efficacious as it is; but the Court of Chancery is a tribunal so extremely expensive, and it is so uncertain what the result of any case may be, that I am very much afraid that very little good is done. In the case of Ludlow, the scheme in operation there, and under which the different charities of the place are governed, I am told, by the present solicitor to the trust, or bailiff, who, I believe, is a very respectable man (he is certainly an intelligent one), does not work. If the Commissioners had some power to vary the application of charities, and to fit charities to the wants of the times, it would be advantageous. There are many charities where, in fact, the circumstances no longer exist which called them into being, such as payments for fifteenths; that is not an uncommon charity.

4092. To help towards the payment of fifteenths?—Yes. There are a considerable number of charities of that sort.

4093. Leper hospitals, for example?—Yes. I know of one hospital at this moment which might be applied identically to the purposes for which it was intended, but which is now a mere almshouse. That is at Canterbury. It was a lazar house; it is worth about 1,500*l.* a year, and the archdeacon of Canterbury is the master, and appoints the inmates.

4094. (*Mr. Senior.*) Who are the people put into it?—I have a list of them, and of those put into an hospital for sick persons. Several of them are persons from Saltwood, the parish of Archdeacon Croft, the master of both these hospitals; one or two of them were his servants. Others have been servants of gentlemen in the neighbourhood; one or two are employed about the cathedral. My suggestion is that the lazar house should be handed over bodily to the Margate Sea Bathing Infirmary, which would be actually carrying out the intention of the donor, and the other to the Kent and Canterbury Infirmary. Both these hospitals were founded by Lanfranc, whose intentions would thus be exactly carried out, which now is not the case.

4095. (*Sir J. Coleridge.*) You rather wish, then, to invest the Commissioners with some of the powers of the Court of Chancery?—And with even something more, because the Court of Chancery can only administer the law, they cannot alter the trusts. I would give, as

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I said before, something of the powers which were exercised by the commissioners under the statute of Elizabeth, who occasionally did that by their decrees.

4096. Is there anything which you would wish to communicate to us which you think it would be useful to us to know?—There certainly appears to me to be a great deal to reform about the charities. I can mention a few instances; take the town of Bewdley. I have looked over my own notes and reports of the charities which I inspected with a view to see what portion of them could properly be turned over to educational purposes without the interference of the legislature; comparatively the number in all places is very small, so very many of the charities are distributive.

4097. (*Mr. Senior.*) But with the interference of the legislature it could be done?—Yes; I will mention the case of Canterbury. The charities of Canterbury are 6,552*l.* 10*s.* a year. Their general educational charities are about 1,536*l.* There is one charity called Lovejoy's, and I was informed that Lovejoy's charity was very much applied to political purposes. It is a very difficult thing to prove anything of that kind, but I printed a list of the recipients with the view of seeing whether I could get any information, and certainly the information which I got, though imperfect, is rather curious. There are 500 recipients every year, to whom 250*l.* is given away in sums of 10*s.*, and the same people do not have it every year, but a mother may have it one year, and her daughter the next; they alternate. Among the recipients there were 1 convicted felon, 4 brothel-keepers, 18 well-known drunkards, 17 other bad characters, 36 paupers (it is expressly provided that persons in the receipt of parish relief shall not have the charity), 18 occasional paupers, and 51 persons not needy, or persons in good employment, making 145 improper objects out of 500. Then, as to 132, I could get no information at all; and, as to the others, many of them were quite deserving and respectable persons. There were certainly 110 who were deserving and good persons. There were 132 more about whom I could get no definite information at all, besides those respecting whom no answer was given.

4098. How many were freemen?—That I cannot tell you; but I have somewhere a note how many were voters.

4099. How many were voters?—I cannot tell you; but I observed that in one particular hospital every one of the men voted on the same side, and I mentioned the fact to Mr. Deedes; they all voted against him, and the reason of it was pretty plain. A gentleman very much connected with the hospital was the agent for the gentleman who stood against Mr. Deedes. That result came out; it was the only political result which I could obtain.

4100. (*Sir J. Coleridge.*) Had they votes as freemen?—No, these all voted as freeholders. I believe that legally they had no vote at all, because they were members of a body corporate, and voted in right of the corporate property; I believe that legally they had no business on the register. These are known as the prior and brethren of the hospitals.

4101. Have you any information to give us as to how far the minds of the residents may go with or against a better appropriation of these charities?—I believe myself that were the thing once done, it would not be unpopular. In the case of almost every dole which is given, there are several applicants besides the one who gets it. I have often spoken to the people about it, and I believe that the real secret of their asking is, that they all conceive that they have an equal right to it; and that when one gets it, the others think themselves injured because

they do not get it. If those doles were absolutely taken away, I believe that the people would make no complaint, provided they knew that they were religiously kept for the good of the poor of the place.

4102. What would be their feeling if the money were sent to some central board and applied to the purposes of education over a district?—I am afraid that that would be a very unpopular measure, and that there would be a tremendous outcry raised against the change; but whether the outcry would last I will not say. I have an instance at this moment. In one particular case I remember that a charity was suspended for some time, and I do not think that any very great dissatisfaction was occasioned by the suspension, the people knew that it was coming back again.

4103. (*Rev. W. Rogers.*) Do you think that they would be dissatisfied if the money was put into a fund in the place for education?—By degrees it would come right I think, but I think that it would be at first a very sore matter. There is a great difference of opinion among the clergy with respect to these doles. I met with two clergymen whose charities were very considerable, 200*l.* a year each, and they both of them told me that they would rather have none—one publicly and the other privately.

4104. (*Sir John Coleridge.*) But did they benefit by the administration of it?—They were a good deal concerned in the administration.

4105. Still they were obliged to give it to certain classes of inhabitants?—One of those particular charities, I think, might be very fairly turned to educational purposes. It is now given away in sums of 5*s.* each. I remember at Shrewsbury two clergymen holding very different opinions; one was of opinion that nothing could be better administered than a charity where persons used literally to break into the church to get it in the scramble, and another gentleman was of opinion that charities of that description did not only no good, but a very great deal of mischief. In one particular case which I know, the gross income of the charity is 535*l.* a year, and the result of that is 178 gifts of 7*s.* 4*d.*

4106. (*Mr. Senior.*) What becomes of the rest?—It is very difficult to say.

4107. Do the lawyers get it?—The lawyers get part, but there are two sets of trustees. That property is very near a town, and if it were sold, the probability is that it would produce treble the income which it does now. There is another point which is of great consequence, I think, which that case brings to my mind, namely, the effect of having what you may call ornamental trustees, who never attend. In that case I think there are eight trustees—it is in a town south of London—one of them lives in Nottinghamshire; and of the eight, the average attendance at a meeting is three and a half, and four of them, I think, have only attended five times between them in the last 10 years. Trustees who lend their names and do not attend may frequently countenance acts which they would not sanction if they knew of them.

4108. (*Rev. W. Rogers.*) Then you think it desirable that there should be some power of removing them?—I think that whenever trustees do not attend a certain number of times, there should be a power of removing them. It is a curious thing that at Bethlem, when I inquired into it 23 years ago, there was a committee of about 60, and three or four out of those 60 used to manage the affairs.

4109. (*Mr. Senior.*) Is there any other information which you can supply as to the mode in which the charity funds might be made more useful? Can you suggest any means by which the existing charitable funds or any portion of them, might be made applicable to the educa-

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tion of the great body of the people?—I know nothing short of an Act of Parliament.

4110. I do not mean as to the machinery, but what steps should be taken, what powers you would give, and to whom, and so on?—If powers were given to the Commissioners, I think that in a very great number of cases the consent of parties might be obtained to divert many small gifts to educational purposes. There are certain charities in which it certainly would be most desirable to do it; every small gifts of 4*d.*; the smaller the gift generally the more harm it does. Fourpence is more likely to go in drink than a pound. I think that if the Commissioners had that power, they might exercise it gradually; and might bring a very great number of these charities to very much more useful purposes than they are applied to now.

4111. (*Rev. W. Rogers.*) Might not an arrangement be made by which a portion of the money might be given to education, a portion remaining to be applied according to the original intentions of the founder?—Where specific sums have been given for particular purposes, and the property has increased in value, the specific sum might be set apart for the particular object. I think that there would be very little difficulty, and very little resistance in fact, where the poor never had the whole income, in handing over the surplus to educational purposes.

4112. (*Sir J. Coleridge.*) Are you able to say whether the value of charity property in general is capable of great increase?—In a good number of cases I think so. In that particular case which I alluded to just now, where the property is immediately surrounding a town, I have very little doubt that the income of it might be trebled; and not only would it very greatly increase the value, but you would get rid of that enormous per-centage for management. The property is managed by one set of trustees, and the 200*l.* a year, which you may call the net result of it, is handed over to another set, who again take toll for management of the charity in the shape of salary to a clerk.

4113. (*Mr. Senior.*) Those who manage the property take 20 per cent. out of it?—They do not take anything.

4114. But they give it to their solicitor?—I can tell what the solicitor gets out to a penny. The trustees are nine in number, the average attendance of them is three-and a-half, five of them have attended 11 times between them in 10 years. The gross rental is 571*l.* 3*s.* 8*d.* There is paid to the trustees who administer the charity 200*l.* a year.

4115. (*Rev. W. Rogers.*) For themselves?—No; 200*l.* a year to distribute in charity. The managers of the property hand over 200*l.* a year to the municipal trustees, 571*l.* being the income.

4116. (*Mr. Senior.*) Then there is 371*l.* unaccounted for?—In the course of 10 years (this is not annual, but it is the total) there has been principal repaid 485*l.* 14*s.*; repairs of property (which is a very common source of expenditure), 656*l.* 13*s.* 8*d.*; interest, 560*l.* 10*s.* 8*d.* They had borrowed some money, with the sanction of the Court of Chancery, to repair some mills; they did let at 400*l.* a year, they now let at 200*l.*; the mill property has fallen in value. There has been a wonderful alteration in the art of grinding; it is now a very delicate art; ordinary outgoings, 584*l.* 16*s.* 5*d.*

4117. (*Rev. W. Rogers.*) What are the ordinary outgoings?—I cannot tell now without referring. Collection, 123*l.* 3*s.* 11*d.*; this is in 10 years; that makes 12*l.* a year. The solicitor's bill, 405*l.* 5*s.* 1*d.*; that is 40*l.* a year. They borrowed 2,650*l.* with the sanction of the

Court of Chancery, and 1,658*l.* has been repaid. If that property were sold, or let on building leases, probably the income would be very greatly increased; but the Commissioners can at present do nothing with that case. Indeed, unless the income be applied more usefully than now, it had better stay as it is. I have also the case of an ordinary country parish, Fulbourne in Cambridgeshire. I can mention the results of it, if you think proper. The income of the charities there is 409*l.* a year. There is given indiscrimately in clothing 129*l.* 15*s.* There is a curious circumstance relating to that charity. There is given in bread indiscriminately 155*l.* There is given to the people attending church 60*l.* a year; that used to be given in a very curious way; they had two bags; the clergyman had a list of those whom he conceived to be the proper recipients, and he attended with his bag of sixpences after church, and then the names of the recipients were taken by lot out of one bag, and if they did not answer to their names, the ticket was equally put into the other bag, and they lost their chance. That was the old system; this is twenty years ago. I asked the clergyman why he did not give it in rotation? he said, "If I "did that, they would only come to church when it was their turn." But it is now given four times a year, which is certainly a much better plan, but I do not think that the clergyman is altogether satisfied with it now; there is a new clergyman. In Whittlesey, in Cambridgeshire, there are 1,603 doles of 2*s.* 2¾*d.* I am quite convinced that the charities might be made to do an immense deal of good if they were so administered as to prevent deserving persons, who by accident had been brought to want, from having recourse to the poor laws, from coming in contact with what I have heard some people call the unclean thing,—to keep them from becoming paupers.

4118. (*Sir J. Coleridge.*) Occasional distresses?—Yes; then they would do a great deal of good; but the difficulty is to get trustees who will take the trouble to administer them properly; and there is our misfortune. I know that some persons think that the case of the poor is hopeless; that the country cannot be depauperised. Proof to the contrary has been given in one or two great and memorable instances. The curate in a parish in Berkshire, where there are many bread charities given in the church, told me that there was not a dissenter in the place, but that the gift had a bad moral tendency. To use his expression, "one came to church for the bread, and did the "religion of the family." A charity which has a bad moral tendency must tend to increase pauperism instead of relieving it.

The witness withdrew.

Adjourned.

ADDITIONS to the EVIDENCE given by FRANCIS OFFLEY MARTIN, Esq. 20th April 1860.

COSTS IN VARIOUS CASES.

	£	s.	d.
In Attorney-General *v.* Corporation of Ludlow - - -	20,929	15	10
In the case of Coxe's almshouses, Ludlow - - -	2,015	15	9
Appointing municipal trustees, Ludlow - - -	776	12	8
„ new trustees - - - - -	131	8	10
„ municipal trustees at Shrewsbury - - -	798	14	7
Scheme in Millington's hospital there - - - -	336	0	0

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Appointing municipal trustees at Sandwich	£63 10 8
„ „ „ Bewdley	69 14 4
Costs in the case of Bewdley Grammar school	377 12 6
„ Jesus hospital, Canterbury	1,095 4 8
Changing the site of Reading Blue Coat school	457 12 4
Part of cost in the Shrewsbury Grammar school	921 14 4
In the case of Queen Elizabeth's Estate, Stafford	1,033 9 6
Appointing municipal trustees, Stafford	244 10 1
„ new trustees and scheme for school	397 7 4
Scheme for the school at Wolverhampton, about	800 0 0
Costs in Mrs. Anne Cam's Charity, before 1807 and 1837, nearly	2,000 0 0

On reference to the report on the Sons of the Clergy, vol. 32, part 6, page 855, it will be seen that this Charity was administered in Chancery, and the annuitants approved by the master. It is remarked in the report that the keeping of the fund in Court occasioned a useless waste of money, and an unprofitable consumption of public time. The charity is still in Chancery; the accounts, though applied for, have not been rendered to this office, and the amount of recent cost cannot be ascertained.

STATEMENT of the INCOME and APPLICATION of VARIOUS CHARITIES

BEWDLEY.

Income.

	£ s. d.	£ s. d.
Educational Charities:—		
Grammar school	106 1 6	
National schools	63 6 5	
Gift for books	1 0 0	
		170 7 11
Gift for apprentices		12 0 0
Almshouses		105 4 7
Bread gifts		21 4 8
Money gifts		153 17 11
Sermons, churches, &c.		31 14 1
		£494 9 2

The Grammar school has been the subject of a scheme, costs 377*l.* 12*s.* 6*d.* It is at present closed.

In the National schools 144 children are taught. Average attendance 125.

The apprentice fees are about 2*l.* each, obviously too small to be useful. On inquiring why a boy was bound to a chimney-sweeper, it was answered that it was to get him from home, where he was neglected. His master, it seems, is living in a state of concubinage. Many of the boys are bound to trades now dying out.

Two money gifts, known as the Mill and Meadow Money, amounting to about 90*l.* a year, are given to all applicants, without regard to character or circumstances at the sole discretion of the beadle. In 1858, 89*l.* 7*s.* was divided among 438 families, about 4*s.* each.

With one exception, the almshouses are in a wretched state, and little, if anything, more than receptacles for paupers.

There are 28 almspeople altogether. Their average income is about 1*s.* 6*d.* per week.

BISHOP'S CASTLE, SHROPSHIRE.

Income.

	£ s. d.
Gifts for education	56 18 3
Gifts for bibles, &c.	1 10 0
Bread gifts	5 6 4
Widows	1 10 0
For persons having consumptive children	1 10 0
The poor	10 2 10
	£76 17 5

Results.

56 children taught free.
13 weekly loaves given.
480 annual gifts, average value 11*d.*

The gift for consumptive children is carried into the general distribution.

BOXFORD, SUFFOLK, GRAMMAR SCHOOL.

Income, 43*l.* 15*s.* 3½*d.*

Results.

Eight scholars receive an English education gratis.

The foundation at present nearly useless, is wanted for a village school.

BROMYARD, HEREFORDSHIRE.

Income.

	£	s.	d.
Lecturer and preacher	27	0	0
Schools	153	12	0
Buying books	7	12	8
Apprentices	3	3	9
Almshouses	41	5	0
Clothing	10	5	4
Bread	6	0	0
Money	46	3	0
	£295	1	9

Results.

Grammar school:—
41 boys on books } at 10*s.* per annum.
36 average attendance }
Dame school:—
132 children on books } at 1*d.* per week.
80 average attendance }
5 almspeople at 2*s.* per week.
86 bread doles at 1*s.* 4*d.*
65 money doles at 4*s.*

The clothing and apprenticeship money is not given annually.

A most intelligent gentleman, an active and judicious county magistrate, is of opinion that the gift for apprentices does little good. The trustees would gladly convert most of the gifts to the purposes of education.

BUXTON, DERBYSHIRE.

The School.

	£	s.	d.
Income	90	8	0
Salary of master	80	0	0

Average attendance, 1857, 116.

The scholars all pay, and the school has risen since this system was adopted. The children are well taught, and the numbers increasing.

CANTERBURY.

Income of the Charities.

Charities for,—	£	s.	d.
Churches, sermons, &c.	291	13	10
*Education	1,698	8	6
Hospitals and almshouses	2,899	18	2
Apprentices	278	9	9
Clothing gifts	111	15	0
Bread gifts	24	7	7
Money gifts	571	18	1
Mixed gifts	642	19	4
Loan gifts, interest, say	33	0	0
	£6,552	10	3

* This includes parochial schools in hospitals.

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The gifts for churches and sermons includes an endowment for the French Walloon Church in the crypt of the cathedral. The congregation, about 18 in number, are descendants of refugees from Belgium and France in the time of Philip II. and Lewis XIV. They all speak English.

*General Educational Charities.**

	£	s.	d.	£	s.	d.
The Grammar school	491	13	4			
Exhibitions, &c.	191	5	0			
Heyman's gift	48	2	4			
				731	0	8
Blue Coat school				633	14	6
Lady Gower's gift to Gray school				7	0	11
Tillard's gift for infant schools				165	0	0
				£1,536	16	1

About 260*l.* of the income of the grammar school is considered as the gift of the dean and chapter.

According to the scheme of Hen. VIII., the school took 230*l.* out of 2,239*l.* 2*s.* 5¼.

The Blue Coat school, formerly a hospital for poor priests, was transferred by Act 1 G. II. to the guardians of the poor of Canterbury, who are bound to maintain, clothe, educate, and bind out 16 poor boys, to be nominated by the corporation of Canterbury.

APPROXIMATE RESULTS of the CANTERBURY CHARITIES, exclusive of Gifts for Churches, Sermons, &c.†

Educational Charities.

	Income.			No. taught.	
	£	s.	d.		
Capitular Grammar school	491	0	0	95	
Blue Coat school	385	8	0	16	Boys boarded and clothed at 24*l.* 1*s.* 9*d.* each.
Tillard's gift	87	0	0		
Lady Gower's	7	0	11		Various schools assisted.
	2	0	0		
Eastbridge hospital (salary of master)	37	10	0	30	
Jesus hospital (salary of master)	31	17	0	16	Clothed at 16*s.* 3*d.* each.
Holy Cross, St. Peter's school	29	8	0	120	Average attendance on books, 353.
St. Alphage and St. Mary Northgate	19	19	0	120	Sunday schools only.
	1,091	2	0		

Charities not Educational.

	£	s.	d.	
Apprentices bound‡	30 at 13	3	6	each.
Widows pensions	2	20	0	0 ,,
Gifts to maids	8	6	5	0 ,,
Tradesman helped	1	5	0	0 ,,
Shoes and stockings for infants' school§	250	0	5	6 per pair.
Other clothing gifts	209	0	14	2 each.
Gifts of food	757	0	1	3½ ,,
Coal gifts	5	1	7	2 ,,

* Exclusive of schools in hospitals, parochial schools, &c.
† Inclusive of parochial schools and schools in hospitals.
‡ This includes 3¾ boys per annum, bound at 24*l.* 1*s.* 6*d.*, from the Blue Coat school.
§ From Tillard's gift. Thirteen different tradesmen employed in 1856.

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Masters of Hospitals:—

Master of Eastbridge	1	115	0	0	per annum.
Prior of St. John's Harbledown	1	54	4	8	„
Jesus hospital	1	46	8	0	„
Almspeople	96	0	7	0	per week.
Out brethren	16	0	3	1	„
Lambeth brethren	34	1	4	0	per annum.

The number of King's or foundation scholars at the Grammar school is 50.

	£	s.	d.
The value of the foundation is per head	10	4	8
Ordinary day boys' pay	15	15	0
The charge for board and washing is	47	5	0
	£63	0	0

There are schools in St. Thomas's hospital and Jesus hospital.

The schoolmaster at St. Thomas's receives 42*l.* 10*s.*, of which 5*l.* is for collecting rent.

There are free scholars	30
„ pay scholars	20

The school is capable of great improvement.

This hospital is very ancient, and is supposed by some to have been founded by Thomas à Becket.

Its present constitution was established by an Act of Elizabeth.

The school is not under inspection.

Jesus hospital is now governed under a recent Chancery scheme, which cost about 1,095*l.* 4*s.* 8*d.*

The master teaches by deputy 20 foundation boys, who in accordance with the scheme pay 1*d.* a week each.

These boys are clothed by the charity.

The clothing is not much prized.

Most of them on leaving school are bound out apprentices with premiums of 20*l.* About four are bound out yearly.

The school is not under inspection.

Instruction very limited.

The teacher lives in the hospital; he has 6*s.* a week from the warden or master.

Recipients of Lovejoy's Charity.

Convicted felon	1	
Brothel-keepers	4	
Drunkards	18	
Other bad characters	17	
		40
Paupers	36	
Occasional paupers	18	
		54
In good employment or not needy		51
Total improper objects		145
Inmates of hospitals, pensioners, &c.	8	
Mechanics, labourers, and tradesmen	124	
Persons who may be proper objects		132
Respectable poor and deserving persons		110
No information respecting		113
		500

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Analysis of Recipients of Streynsham's Charity in Canterbury.

Streynsham's charity, in St. Dunstan's parish, founded in 1584, now producing 116*l.* a year, was to be employed for poor housekeepers and their children inhabiting St. Dunstan's, so as to keep and comfort the parents, clothe their children and fit them for service.

The charity is given chiefly in sums of 5*s.*

Analysis of recipients for one year:—

		In receipt also of Lovejoy's gift.
Poor	38	9
Paupers	21	4
Well off	13	3
In constant work	40	14
Drunken and bad	7	3
Labourers	17	4
Shoemakers, tailors, and small shopkeepers	7	
Postman	1	
Sexton	1	
Groom and footman	2	
Smith	1	
Doubtful	2	
	150	

Hospital for Sick Men and Women, St John's, Northgate.

Present income	759*l.* 9*s.* 5*d.*
Estimated future income	929*l.* 12*s.* 5*d.*

Prior—George Austin.

INMATES.

	Age.	Remarks.
Brethren.		
*T. J.	63	Postilion at the Fountain, eye injured by a fall; recommended by Mr. Kingsford.
†P. T.	70	Stone-cutter, sedan-chairman in the precinct; ditto.
*H. T.	65	Married, was a coachman, his son lives with Mr. Kingsford.
*B. T.	76	Married, labourer about the cathedral, formerly sailor R.N.
*S. C.	60	Widower, is a verger and apparitor, was formerly servant to Archdeacon Croft.
*C. A.	65	Married, was valet to George Oxenden, Esq.
*F. J.	65	Married, lived formerly for a short time with Archdeacon Croft.
*E. H.	76	Widower, was a working gardener at Canterbury; recommended by Mr. Kingsford.
*H. C.	63	Married, was butler to Mr. George Dering, his legs have failed.
Sisters.		
T.	55	Widow, was nurse to Miss Croft.
H., Mrs.	91	Single, was servant to the late Mr. Austin, Canterbury.
B. M.	83	Widow, had a broken leg before admission, husband in the band of East Kent Militia.
O. M. A.	74	Widow, was servant in the family of the Rev. R. Moore.
A. S.	74	Married, husband a labourer, comes from Essex.
S. S.	70	Widow of a labourer at Hythe, worked for Archdeacon Croft.
W. E.	79	Widow, from Stamford, near Saltwood.
H. M.	65	Widow, heroine of Mr. Cobbold's tale of "Maria Wellington."
W. M.	—	Widow, from Sittingbourne; recommended by Mr. Finch.
C. S. A.	68	Single, servant from Canterbury.
C. A.	64	Widow, husband butler to Lord Dunraven, sight impaired.
A.	—	Single, was servant to the late Rev. Mr. Lockwood.
T., Mrs.	—	Widow, from Canterbury.

* Voted for Brydges. † Not on the Register.

Hospital for Lepers, Harbledown. *F. O. Martin, Esq.*

Present income - - - - 465*l.* 12*s.* 8*d.*
Estimated future income - - - - 648*l.* 18*s.* 8*d.*

Prior—George Austin, Esq.

INMATES.

		Age.	Remarks.
	Brethren.		
*1844	S. R.	78	Millwright, born at Harbledown; recommended by Col. Webb.
*1844	P. J.	76	Labourer, from Saltwood, married in the house.
*1843	A. J. R.	80	Married, was clerk to a corn factor and maltster.
*1849	H. R.	65	Sub-prior, was servant to the late Mr. Hamilton.
*1852	T. J.	75	Was gardener at Chilham; appointed by the Archbishop.
*1853	H. G.	66	Married, was servant to Mr. Delmar, brewer.
*1854	B. W.	—	Carpenter, from West Hythe, near Saltwood.
†1856	W. E.	68	Labourer, from Saltwood.
‡1856	W. W.	75	Married, was coachman to Rev. — Marsham, born in Canterbury.
	Sisters.		
1830	P. A.	—	Single, from a place near Canterbury.
1851	J. E.	72	Widow of a horse artilleryman, born at Harbledown; recommended by Lady Gipps.
1851	B. M. A.	74	Wife of W. B., a brother born at Canterbury.
1852	P. S.	65	Single, from Saltwood, sister servant to Archdeacon Croft.
1853	W. A.	70	Single, servant to Lord Charles Thynne.
1855	H. M.	64	Widow, born at Whitstable, was servant to Mr. Truman.
1856	F. A.	60	Widow of a verger at the cathedral.
	Out-Sisters.		
1843	H. M.		
1844	C. M. A.		
1855	G. M.		

It is to be assumed that all these almspeople are respectable persons and objects of charity, but they are *not* sick persons or lepers. Very few are from Canterbury.

FULBOURNE, ST. VIGORS, AND ALL SAINTS CHARITIES, CAMBRIDGESHIRE.

Date.	Donors.	Endowment. A. R. P.	For what given.	Income. £ s. d.	Present Application.
—	March, Eliz.	—	Education - - -	33 0 0	Salary of schoolmaster.
1442	Careway, J.	67 3 23	Payment of fifteenths; if no fifteenth, for meat, drink, and clothing of the poorest.	129 15 0	Clothing given indiscriminately.
1474	Bishop, G. -	85 1 39	Payment of taxes for All Saints -	155 0 0	Bread given indiscriminately in All Saints.
1712	Farmer, W.	41 0 28	Poor attending All Saints Church.	60 0 0	Given four times a year to the poor attending church at All Saints.
1722	Osler, Thos.	0 2 20	Poor widows - - -	1 10 0	Given to poor widows.
1525	Wright and another.	14 2 34	Ringing bells and repairing clock	22 0 0	Ringing curfew and repairing clock.
—	Hill - -	0 2 13	Repair of the church - -	1 10 0	Repair of the church.
—	Unknown -	0 3 14	Clerk of St. Vigors - -	1 5 0	To the parish clerk.
		211 1 11		409 0 0	

* Voted for Brydges. † Not on the Register. ‡ Did not vote.

F. O. Martin, Esq.

Results of the Charities for the Poor.

March's	38 children taught.
Careway's	305 clothing tickets at 6*s.* 8*d.*
Bishop's	6,289 fourpenny loaves given.
Farmer, W.	493 gifts of 2*s.* 2*d.*
Osler, Thomas	7 gifts of 4*s.* 3*d.* each to poor widows.

A National school has lately been established in Fulbourn. It is not included in the tabular statement.

The Free school is one of five founded by Elizabeth March for—

Fulbourn, Histon, Fen Ditton, Brinkley and Haddenham } In Cambridgeshire.

The school at Ditton is in a wretched state.

That at Brinkley is of little use.

The schools at Histon and Haddenham receive a large number of scholars, and are well spoken of by diocesan inspectors.

The master at Fulbourn is a clever, well-behaved man, and takes pains with his scholars. The schoolroom, which is hired, is quite insufficient.

It was laid down by a person connected with Fulbourn, and the doctrine endorsed tacitly by some of the trustees, that charities should be given to all alike, and no distinction made between an industrious, deserving man and a drunkard.

Gresham College.

The costs of this institution are a charge on the Royal Exchange.

It is no longer a college, but a theatre for lectures.

Expenses.

	£	*s.*	*d.*
Rates and taxes	116	19	4
Coals, soap, porter's clothing, &c.	140	0	0
Porter's wages	78	0	0
Room keeper	35	0	0
Insurance	11	5	0
Repairs one year	10	19	0
Seven lecturers, 100*l.* each	700	0	0
Gift of the city	60	0	0
Annual cost	1,152	3	4
Interest on cost of building, at 3 per cent.	382	16	0
	£1,534	9	4

Average attendance, 1855–6.

Astronomy	71
Physic	39
Divinity	20
Law	25
Rhetoric	40
Geometry	69
Music	638

No register is kept of the names of those who attend. There is nothing to show that any person has attended twice. The music lectures possess the attraction of a free concert.

GUILDFORD with STOKE HOSPITAL, exclusive of DISSENTERS' CHARITIES.

	£	s.	d.
Almshouses	619	2	11
Schools, &c.	240	13	11
Exhibition	54	9	9
Apprentices	16	17	1
Money gifts	618	3	11
Gift for highway and poor rates	144	0	0
Small items	9	10	7
	£1,702	8	2

Analysis of Money Gifts.

	£	s.	d.
For a freeman by apprenticeship	15	19	3
Poor freemen	41	5	0
Poor maid-servants	13	15	0
Widows	8	0	0
Poor people	6	13	2
To be distributed to the poor of Guildford	532	11	6
	£618	3	11

Approximate average Result of Money Gifts.

	£	s.	d.
1 gift to a freemen by apprenticeship	14	0	0
8 gifts to freeman at about each	5	0	0
2 gifts to maids at about each	6	10	0
30 gifts to widows at about each	0	5	0
298 gifts at about each	0	5	0

About one apprentice is bound out annually at about 12*l.* 12*s.*

The freemen are reduced to very few, so that the right to confer freedom by servitude resides only in two or three persons.

There is a Grammar school endowed with about 80*l.* per annum, to which the exhibition would be valuable were it not restricted to freemen.

Another school, a branch of Archbishop Abbot's hospital, has recently been established by a scheme, and appears likely to be most useful.

Of the brethren in Archbishop Abbot's hospital, one only beside the master and vice-master could write his name.

LEVERINGTON, CAMBRIDGE.

Income.

	A.	R.	P.	£	s.	d.
Town lands, &c.	114	2	36	350	8	0
Swaine's Charity	9	0	31	24	0	0
Cripling's do.	5	0	13	17	16	6
Swaine's rent charge		—		2	0	0
				£394.	4	6

Cripling's gift is here halved, as only half of it belongs to Leverington.

Population	1,954
Acreage	7,874

F. O. Martin, Esq.

Results of the Charities.

		£	s.	d.	
	Schoolmasters, &c. -	58	14	0	per annum.
*10	suits of clothes at -	3	10	0	
48	occasional gifts of clothes -	0	11	0	each.
86	pair of shoes - -	0	9	6	„
1	gift to a widow not receiving relief - -	15	0	0	per annum.
78	money doles - -	0	3	6	
18	occasional gifts - -	0	16	0	
96	coal doles - -	0	2	5	
240	bread gifts, say - -	0	0	2	
577					

An intelligent man, who has raised himself from the condition of a labourer to that of a small landowner, gave it as his opinion that all the gifts would be more useful were they confined to those not receiving relief.

At Parson Drove, a hamlet of Leverington, where the charities are restricted by the donor to those not receiving relief, instances were given of people struggling to keep off of the parish.

There are several houses here belonging to the town lands occupied rent free mostly by paupers.

Unendowed almshouses are of very questionable utility.

Well-endowed almshouses may afford a refuge to persons who have seen better days. These, however, are too apt to be jobbed.

At Sandwich, where there is an hospital in which the inmates receive 40*l.* a year, and where the patronage, before the Municipal Reform Bill, was in the hands of the mayor, instances have occurred of mayors presenting their wives and resigning. The mayoralty was sought for for the purpose.

Ludlow.

Income.

	£	s.	d.	£	s.	d.
Rents of land and houses -	1,771	5	6			
Rentcharges - - -	97	12	0			
Annuity - - -	21	6	6			
Dividends - - -	462	19	2			
Capitation fees - -	196	0	8			
				2,549	3	10

Application.

Salaries of officers - -	65	5	0			
Incidentals - - -	20	0	0			
				85	5	0
Gift for clergy, sermons, &c. -				316	4	8
Exhibitions - - -				150	0	0
Grammar school - -	518	9	0			
Scholarships there - -	21	6	8			
National and Blue schools -	97	7	10			
				637	3	6
Almshouses - - -				1,037	19	0
Bread doles - - -				32	10	0
Money doles - - -				41	4	6
				2,300	6	8
Surplus to accumulate - -				248	17	2
				£2,549	3	10

* 6 from the town lands, 4 from Swaine's gift. It is assumed that the suits are of the same value. They are worth rather more than 3*l.* 20*s.* on the average.

Approximate average Results of the Charities.

F. O. Martin, Esq.

Langford scholars at the Grammar school	4 at 5*l.* 1*s.* 4*d.* each.
Boys at the Grammar school	-
Boys, girls, and infants at the National school	489 on books.
" " " "	359 average attendance.
Almspeople	44 at 7*s.* per week.
Money gifts per annum	115 at 6*s.* 8*d.* each.
Bread gifts "	283 at 8*d.* each.

The exhibitions at the Grammar school being confined to day boys are seldom claimed.

The bailiff of the trust complains that the scheme cannot be worked. It is extremely complicated.

READING.

Income.

	£	s.	d.	£	s.	d.
Grammar school, &c.	104	0	0			
Green girls' school	183	5	2			
Blue Coat school and apprentices	1,081	14	9			
				1,368	19	11
For Apprentices				314	1	6
" Almshouses				622	13	3
" Maid-servants				150	0	0
" Clothing gifts, including Sunday school clothing				145	15	11
" Clothing and bread gifts				17	6	8
" Bread gifts				62	17	0
" Fuel for the gaol				4	14	1
" Lighting the obelisk				30	0	0
" General money gifts	64	6	6			
" Particular classes	27	2	6			
" St. Lawrence's hospital, which has ceased to exist	82	9	3			
				173	18	3
Kendrick's money gift	117	0	0			
Mrs. Kendrick's	22	0	0			
				139	0	0
Loan Charities.						
Kendrick's loan fund	85	0	0			
Sir Thomas White's	4	6	8			
				89	6	8
West's gift for the blind				55	0	0
Laud's gift to town clerk				5	0	0
Parochial charities				256	0	9
Gifts for churches, &c.				661	13	5½
				£4,096	7	5½

The Grammar school, when inspected, contained about 22 boys.

The Green girls' school is a useful, well-conducted, industrial school, supported in part by voluntary contributions.

Twenty-one girls are brought up as servants.

The Blue Coat school has recently been removed to the outskirts of the town, under the direction of the Court of Chancery. The regular number of scholars is 43, who are boarded, clothed, educated, and most of them apprenticed. They wear the same dress as the boys at Christ's hospital. The intention of the founders that 30 other boys should be taught, besides those who are clothed and fed, is altogether neglected.

The school might be made very much more useful.

Of the gifts for maid-servants, one is thrown for with dice, by the direction of the founder.

F. O. Martin, Esq.

Another gift was expressly founded to console the maid who threw next to "the lucky maid," as she is termed by the donor.

Kendrick's money gift is governed by a decree in Chancery, made 5th March 1822, under which about 120*l.* a year is given away among the poor of the town without regard to parish relief, according to the will of the donor.

In 1855, 130*l.* was given as follows:—

			s.	d.
321 families in	St. Giles, average	- -	2	8
320 „	St. Lawrence „	- -	2	8
253 „	St. Mary „	- -	3	5

It is given away by the overseers of the poor.

It is said that persons belonging to Reading come from London to receive the gift. It is not an uncommon thing for people who apply for such gifts to lose time of greater actual money value.

The trustees of the charity consider themselves merely as channels to hand it to the overseers.

The distribution is universal and indiscriminate; the donor's directions, that the merits as well as the necessities of the recipients shall be regarded, are altogether overlooked.

One clergyman stated that the gift is productive of no good, but causes jealousy and ill-feeling on the part of those who do not receive it. Another clergyman, that it causes much jealousy, and makes many people pass an idle day. A third concurred "in the main" in these opinions, but did know of *his own knowledge* that the gift had been abused, and thought that in any alterations regard should be had to those who had long received it. An instance was mentioned of a respectable woman in want who declined to jostle with the crowd of applicants. Kendrick's loan fund is in Chancery. A decree has been made to establish it. The property which forms the endowment will be greatly increased in value when the existing leases fall in. When established it will be useless. A large portion of Sir Thomas White's loan fund at this place is lying idle. More than half the loans, here and elsewhere, are repaid by the sureties. The trustees are unanimous in thinking them useless. Kendrick's loan fund being for those who "set most people to work," was obviously intended for the higher class of tradesmen.

The parochial charities are given in a very indiscriminate manner.

Where bread and clothing are given, the system prevails of employing many parish tradesmen to give each a turn.

In one parish 14 bakers divided 55*l.* 19*s.* 7*d.*, and 16 drapers, &c., 64*l.* 17*s.* in one year.

One parish officer described the course adopted by him in distributing the gifts by saying, "none go empty away."

A cursory inspection of the list of recipients in another parish disclosed the names of one woman who carried on the trade of a fortune-teller, of a man who lived by his wife's prostitution, and of a woman frequently drunk about the street, who having been suspended from the list was restored rather prematurely as she came for her dole in a state of intoxication.

In 1855, in this parish there were given,—

219 petticoats.
178 shirts.
193 shifts.
2,751 loaves.

The recipients were 276, who represented in their families,—

189 men.
248 women.
526 children.

In the evidence taken by the Commissioners, as to the administration and operation of the Poor Laws (1837), preceding the Poor Law Amendment Act, particular reference is made to the mischievous effect and abuse of the Reading charities.

Proceedings wil shortly be taken respecting these charities. The investiga-

tion of documents and record relative to the Grammar school has hitherto delayed them. The trustees are desirous of putting the gifts on a better footing. *F. O. Martin, Esq.*

Reading enjoys the right of nominating boys to Christ's hospital.

The nominations are for founders' kin, and some of the lowest children in the place obtain them.

On one occasion the son of a brothel-keeper was presented.

In another case, a boy was baptized a week before his nomination.

In ten years there were only three free elections.

Out of 23 admitted from 1846 to 1856, one boy only is reported as reading and spelling well. One admitted in 1855 did not know his letters or the days in the week; six read pretty well.

SHREWSBURY.

	£	s.	d.	£	s.	d.
The Grammar school	2,346	15	1			
Hospitals, almshouses, and schools, &c.	2,520	6	10			
				4,867	1	11
Municipal Gifts.						
The school livings	740	0	0			
Other gifts	724	4	6			
	1,464	4	6			
General charities not municipal	12	19	0			
Charity administered by the Drapers' Company	11	6	8			
Prison charities	21	18	8			
Pontage and murage fund	52	13	11			
				1,563	2	9
Parochial charities not schools or almshouses	1,120	8	11			
Charities of the liberties	46	2	0			
				1,166	10	11
Total				£7,596	15	7
Deduct—						
The Grammar school	2,346	15	1			
Scholarship from Millington's hospital	60	0	0			
The Drapers' Company	11	6	8			
Pontage and murage	52	13	11			
Gifts for the liberties	46	2	0			
Gift for clergy, churches, and sermons, &c.	1,193	5	4			
Prison charities	21	18	8			
				3,732	1	8
Applicable to the poor of Shrewsbury				£3,864	13	11

Approximate Results of Charities for the Poor.

	£	s.	d.	£	s.	d.
Salary of chaplain at Millington's hospital				59	0	0
Salaries of masters and mistresses at Millington's and Allatt's schools	210	0	0			
Parochial gifts for education	26	10	0			
				236	10	0

F. O. Martin, Esq.

Payment for Education.

Children educated and clothed	130 at	1	11	9	each.
Apprentices bound -	39 at	10	11	10	„
Girls put out - -	7 at	4	4	0	„
Almspeople - -	83 at	0	3	6	per week.*
Clothing gifts - -	568 at	0	6	6	each.
Coal gifts - -	442 at	0	2	4	„
Money doles - -	2,330 at	0	3	0	„
Loaves - - -	30,906				
Loans - - -	2				

There is a school in Millington's hospital, in which the boys are clothed. The clothing was little esteemed. The school is now rising from a very low ebb.

The clothing gifts consist very much of flannel, the residue of a charity given by James Phillips, being directed by a recent Chancery scheme to be given in fuel, blankets, flannel, or clothing, the preference being given to persons not receiving "relief."

804 yards of flannel are given from this charity in Shrewsbury, in pieces of 3 yards each, worth 2*s.* 10½*d.* per gift.

Similar gifts from this foundation are made at Oswestry, Whitchurch, and Ellesmere.

At Twickenham, the charities of which place are now under investigation, calico is given away in the same manner. It frequently happens there that a man asks for a pair of boots, and receives instead 1*s.* 6*d.* worth of calico, which he sells outside the vestry door for 6*d.*

In the case at Shrewsbury (alluded to *ante* 4,105), in which the clergyman approves of the method of distribution, it was stated that as many as 200 or 300 are in the church at these distributions, that the doors are often forced open. Great numbers besides those on the list come in, chiefly women. There is plenty of noise, and language not very proper for a sacred edifice. "There "is often some fainting from the crushing to get in. The old people are let "in by a side door.

In another parish in Shrewsbury, the vestry clerk stated that the effect of the gifts is to increase pauperism; that the sturdy and importunate get the most. Rejected candidates constantly come to the board of guardians, saying that persons who do not want it have had charity, and that if they are to be refused, they will have it out of the parish. At the time of the distribution of the charities, the applications for casual relief are doubled in consequence of these refusals. The jealousy is chiefly of those not in the receipt of parish relief.

STAFFORD CHARITIES.

	Income. £	*s.*	*d.*
The Church and clergy, &c. - -	794	14	0
The Grammar school - - -	410	15	6
Scholars there - - - -	5	6	8
Almshouse - - - -	46	16	0
Apprentices - - - -	39	6	1
Poor maids - - - -	5	0	0
Widows and widowers - - -	31	10	0
Poor burgesses - - - -	24	8	8
Clothing - - - - -	2	0	0
Coals - - - - -	52	2	11
Bread - - - - -	3	2	0
Money gifts - - - -	50	14	4
	£1,465	16	2

* With allowances in some cases of coals and clothing.

Results of Charities for the Poor.

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	£	s.	d.	
2 boys taught Latin.				
18 „ English, &c.				
4 poor scholars -	- 1	6	8	each.
12 almspeople at	- 0	1	3	per week.
2 „		nil.		
2 apprentices at	- 5	0	0	each.
9 „ -	- 3	10	0	
2 clothing gifts, each	- 1	0	0	
1 poor maid -	- 5	0	0	
20 widows -	- 1	1	0	
9 „ -	- 0	10	0	
6 „ -	- 0	5	0	
12 „ -	- 0	2	6	
40 „ -	- 0	0	6	
10 poor burgesses	- 2	0	0	
6 poor people at	- 0	5	0	
177 „ -	- 0	3	0	
5 „ -	- 0	2	6	
360 „ -	- 0	0	6	
400 coal gifts -	- 0	1	0	
12 „ -	- 0	16	8	
904 loaves.				

The apprentice gifts are of little use, the boys being all brought up to make shoes, the trade of the town. It is said that there have been instances of collusion between the father and master, the latter giving back the boy and premium and keeping only a trifle for himself.

The almshouses are little more than a receptacle for paupers.

Tha coal gift is taken from door to door, without regard to character or circumstances. The distribution of it is left to the beadle.

The gift for clothing is given in money. A coat is kept which the recipient of the 1*l.* puts on at church and returns.

The Grammar school is in a state of transition. A new master has been appointed to it, and it is in contemplation to build a new school with a residence for the master.

STAMFORDHAM, NORTHUMBERLAND.

Income.

School, 172*l.*

Attendance about 18.

The master was formerly curate of the parish. He is perfectly fit to teach a school of much greater pretensions.

An application to remove him was refused by Vice-Chancellor Turner, with costs.

WHITFORD, FLINT.

Income.

	£	s.	d.
Education - - -	16	16	0
Apprentices - - -	4	0	0
For distribution - -	1	10	0
Clothing - - -	57	0	0
Bread - - -	0	6	8
Sermon - - -	0	6	8
Poor - - -	37	15	10
	£117	15	2

F. O. Martin, Esq.

Results.

	£	s.	d.	
20 clothed at - -	1	7	6	
12 „ - -	1	0	0	
8 loaves at - -	0	0	5	each.
35 gifts of - - -	1	0	0	
28 doles of - - -	0	2	0	
60 „ - - -	0	0	6	
163 gifts, average -	0	9	8	

The educational gifts are applied in aid of an excellent school.
145 on books.
105 average attendance.
Ages 3 to 18.

At the time of the inspection the gift for apprentices was in arrear.

The schoolmaster labours under great difficulties. He has no residence provided for him. He speaks no Welsh, and the children on their admission do not understand English. The children all pay, and the master expressed his conviction that no child in the place is detained from the school by want of means to pay. This school contrasts wonderfully with that last mentioned.

Cost at Whitford to the charity per head,

$$\frac{£16\ 16s.}{105} = 2s.\ 3d.$$

Cost at Stamfordham.

$$\frac{£172}{18} = £9\ 11s. \text{ per head.}$$

WAKEFIELD.

Charities administered by the Governors of the Grammar School.

Income.

	£	s.	d.
Rents - - - -	2,443	16	0
Rentcharges - - -	82	12	4
Road leave - - -	6	10	0
Dividends - - -	45	6	2
Market tolls - - -	602	3	7
Interest - - -	26	11	0
	£3,206	19	1

Appropriation.

	£	s.	d.
For education - - -	1,478	11	5
„ apprentices - -	701	19	4
„ pensions for householders	40	0	0
„ pensions and bread -	451	4	0
„ almshouses - -	519	14	2
„ clergymen - -	15	9	6
	£3,206	18	5

Approximate Results.

Grammar school, 270*l.*
55 boys educated at 5*l.* each, paid by parents.
Sory's University gift, 240*l.* to three scholars.
To the master and mistress of charity school and rent 150*l.*

Boys clothed and educated - -	60
„ partly clothed and educated -	30
Girls clothed and educated - -	30
„ partly clothed and educated -	36
Educated and wholly or partly clothed -	156 at 1*l.* each.

Schoolmaster for apprentices, 45*l.*

F. O. Martin, Esq.

	£	s.	d.
Apprentices bound and started - - - 12 at	18	6	8
„ clothed - - - 73 at	4	17	0
Pension to householders - - - 4 at	10	0	0

	s.	d.	
Poor women - - - - 30 at	3	6	per week.
Almspeople - - - - 10 at	4	2½	„
„ - - - - - 14 at	5	11	„
„ - - - - - 5 at	3	6	„
Clothes to poor women - - - 81 at	6	8	each.

Loaves, 1,284 at 1*d.*
Subscription to dispensary, 10*l.* per annum.

Notwithstanding a strong opinion expressed by the Commissioners to the contrary, a colourable attendance at the Grammar School is permitted, boys going there when mere children to qualify for Story's exhibition; staying the required time, and going elsewhere till they are old enough for college.

The Blue Coat school is admitted to be in an unsatisfactory condition. The trustees have proposed a scheme to improve it. It is probably the worst school in the place. Complaints are made that the dress is ridiculous.

The pensions are more valued than the almshouses. This indeed is a general feeling. Pensions are attended with several advantages over almshouses. They are not visible invitations to improvidence, and they do not run away with money in new buildings and repairs, in which charity trustees are apt to indulge.

One old recipient of clothes on her death left an accumulation of three years' petticoats not made up.

Income.

Charities administered by various trustees, 543*l.* 3*s.*

Results.

Apprentices bound - - 8
„ clothed - - 36
Pensions, 30 at 10*l.*
„ to clothworkers, 15 at 2*l.* 4*s.*

CHARITIES OF WHITTLESEY, CAMBRIDGESHIRE.

	£	s.	d.
Town lands - - - -	461	3	6
Bailiff's grass - - - -	10	0	0
Churchwardens' land - - -	13	0	0
Constables' grass - - - -	36	0	0
Bellman's gore - - - -	12	0	0
Bull's grass - - - -	18	5	0
Herd's grass - - - -	27	13	0
Kelfield's charity - - - -	85	15	0
Sudbury's „ - - - -	88	2	6
Randall's „ - - - -	17	0	0
Down's „ - - - -	16	0	0
Handley's „ - - - -	5	0	0
Noble's „ - - - -	3	15	0
	£793	14	3

The town lands are for general purposes.

F. O. Martin, Esq.

Results.

	£	s.	d.
Officers of manor and parish	86	10	0
Fire Engines	35	9	0
Apprentices	17	9	0
Dispensary	12	12	0
Visiting society	10	0	0
Schools	102	12	0

		s.	d.
Coal gifts	145 at	2	4
Meat „	120 at	4	0
Money „	1,338 at	2	0¾
Total doles	1,603 at	2	2¾

Educated at the school,—
331 on books.
203 average attendance.
An industrial school may, perhaps, be established here.

Wednesday, 23rd May 1860.

PRESENT:

His Grace the DUKE OF NEWCASTLE.
The Right Honourable SIR JOHN COLERIDGE.
The Rev. WILLIAM CHARLES LAKE, M.A.
The Rev. WILLIAM ROGERS, M.A.
GOLDWIN SMITH, Esq., M.A.
EDWARD MIALL, Esq.

HIS GRACE THE DUKE OF NEWCASTLE IN THE CHAIR.

Mr. W. A. Shields.

Mr. WILLIAM ANDREW SHIELDS examined.

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4119. (*Chairman.*) You are the master of the Birkbeck School at Peckham?—Yes.

4120. How long have you been there?—The school has been open just over eight years. I commenced it on April the 19th, 1852.

4121. Had you been connected with education previously to that time?—Yes, I had during the year 1851 organised a school for Mr. Ellis in Manchester whilst my present schools were being built.

4122. Did this school originate with Mr. Ellis?—Yes, it is his freehold property; he built it.

4123. What number of scholars does it contain?—We have about 530 children this week; something over 360 boys, and the rest girls and infants.

4124. Do they come from the immediate neighbourhood?—Very many, but we have also a good many who come long distances.

4125. Are there any boarders?—There are some children boarding in the neighbourhood who pay to attend the school. I have had occasionally as many as eight on ten lodging in the neighbourhood. I do not take boarders.

4126. They are upon precisely the same footing as the others?—On precisely the same footing; they pay the same school fee. The only thing is that, as a rule, I have something to do with selecting a home for them.

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4127. Is the fee uniform?—Yes, 6*d.* per week, paid in advance.

4128. For boys, girls, and infants?—Yes.

4129. What class of children should you describe them to be?—The school is very mixed. I have some very poor children; some to whom the payment of the school fee has been found so serious a matter that I have remitted it occasionally. I have two or three at present who are not paying at all on account of illness at home. On the other hand, I have had children from very wealthy parents.

4130. But, generally speaking, should you describe it as a school for the labouring classes?—Yes, the bulk of the school consists of the children of the labouring classes.

4131. Artizans?—Some of them are artizans, and some of them are more poorly paid clerks, wharf clerks, and such like.

4132. That class would appear from your description to be somewhat above what we are in the habit of calling the labouring class, would it not?—I think not above what you would call the labouring class in London.

4133. What should you suppose are the average wages received by the parents of these children?—I could not very easily come at an average, but there are many children at school whose fathers are receiving, say 18*s.* a week, the mothers assisting to make up the income. There are others, of course, whose parents are much better off.

4134. Are the parents generally speaking persons who receive their wages weekly?—I should think that a very large proportion of the parents of the children in my school do.

4135. (*Sir J. Coleridge.*) Do you put the 18*s.* as a minimum?—Speaking of the working classes, of labourers, that would be so, such as a man working at the docks, or taking chance work at a wharf, I should doubt whether he would get 18*s.* a week throughout the year. In such occupations the labour is very broken; there are sometimes long hours, and sometimes there is a great deal of idleness.

4136. (*Chairman.*) Is there any limit of age as to the period when the children shall either enter or leave school?—I should take them in the infant school as soon as they could be brought.

4137. The infant school, I presume, is distinct from the other?—Yes, it is distinct, of course; it is in a separate room; but it is under my care.

4138. Under your general superintendence, but hardly, I presume, under your tuition?—The question which you are asking, namely, as to the age at which the children should come in is one that I should settle. Again, as to the order of teaching, and the aim of teaching, those are things which I settle. I engage the teacher and pay her. I have occasionally taught in it, and have had lessons given with a view to criticising the teacher, and so on. I should take children in the infant school as soon as they could come.

4139. (*Sir J. Coleridge.*) Up to what age?—We keep them in the infant school as a rule till they are seven years of age. I should not scruple for a moment to allow a child to remain longer, or to take it out sooner, but that is never done without consulting me.

4140. (*Chairman.*) At what age do the children generally leave the school?—A good many boys at about twelve begin to look out for work, but I have a great many who remain till 14 or 15. In answer to some of the printed inquiries which were sent to me I went through the school books with considerable care, and the whole of that information is in writing, in your possession, but I do not at the moment remember the exact numbers.

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4141. Do you find that the parents who receive wages as low as 18*s.* a week are able to pay as much as 6*d.* a week for the schooling of each of their children?—If they have a large family I think not; I think that our school fee is not wisely arranged as regards the infants; but the school building is so situated that it is not very possible for me at present to have a large infant school there. Infants cannot come far to school, and the school is at present in the fields. As the buildings come close around me I shall lower the fee; for I am exceedingly anxious to have a large infant school. The parents who earn 18*s.* a week necessarily desire that the children should begin to earn something as soon as possible, and I am afraid that any effort to keep a boy coming from such a home away from work whilst the home is very straitened on account of the small earnings of the parents, would not be a judicious thing; and I would rather get him early and give him good teaching in the infant school and send him out to work between eleven and twelve, with good feelings concerning the school, and thorough intelligence concerning his duties, than I would have him lose his infant school time, and remain with me a year or two later.

4142. (*Rev. W. C. Lake.*) Do you find it very difficult then to keep the boys of the class which you describe later than twelve years old?—I cannot say that I have found it difficult, for I do not make the effort. I look upon a school as subsidiary to the great purpose of life, and I cannot think that anybody, who seriously enters into the circumstances of poor parents of that sort could say, "Keep that boy from "earning 4*s.* a week at an errand boy's place."

4143. In fact, then, your intelligent boys do leave the school when about twelve years old?—A great many.

4144. With your consent?—Yes. I am often the means of getting them a situation.

4145. Then your experience is, that it is not desirable to keep boys even in town, after they are twelve years old?—That depends on the kind of parents from whom they come. I should not desire to send a boy to work at 12 years of age, where the parents are capable of supplying all the wants of their family.

4146. I understood you, that speaking of poor parents generally, you did not think it desirable to attempt to keep the children later than twelve years old?—Yes. I have had before me the question, which the inspectors are continually bringing before the Privy Council, with reference to children leaving school at so early an age. I am satisfied with this, that children will not leave school too soon if it is a good school, and if the parents can afford to keep them there; but it being granted that the parents cannot afford to keep them there, and that it is a question of bread and butter, surely our business is to lay ourselves out for the cultivation of the child during the years whilst he cannot earn, in order that as soon as he can earn he may begin to increase the home fund.

4147. (*Mr. Goldwin Smith.*) Do you think that the position of the child at home in a poor family is better and more comfortable, if he is earning wages?—In many homes no doubt it is. I think that it makes a great difference in the family. I come a good deal in contact with the parents of my children in one way or another. I have sought to make the school useful, beyond the mere book part of the school, in its influence upon parents; and I always, for instance, endeavour to secure to the lad a small portion of his earnings, as the beginning of a savings' bank account, and notwithstanding what is said against poor people, it is astonishing when these things are done in the right way

how readily they fall in with them; and in such cases the position of the boy at home *is* more comfortable.

4148. Do you think that early wages teach the children lessons of honesty with regard to property?—That will depend upon whether the schoolmaster has done his duty or not. I believe that nine-tenths of our children are turned into the world all but as ignorant as Hottentots with regard to the questions of honesty, economy, and the general duties of life. What they have received has come to them incidentally from the zealous and earnest efforts connected with the religious teaching; but anything like intelligent and sensible effort in that way, I am afraid, is uncommon in schools. I question whether you would find ordinary schoolmasters give anything like so good a lesson upon honesty or economy as upon a bat, or a bee.

4149. (*Rev. W. Rogers.*) You think that in a good school the child of a labourer may have received sufficient education at 12 years old to fit him for his business in life?—A schoolmaster is hardly willing to say "sufficient," for ——

4150. I put it for a labouring man?—I am quite sure that by the time a boy is 11, if he has had his infant-school time well used, and if the master really is a teacher, you will have a very much higher order of education than anything attained to yet, in schools in general.

4151. (*Rev. W. C. Lake.*) Could not you immediately begin a supplementary sort of education, supposing a boy to leave school at 12 years of age, by having an evening school which he might attend, almost from that time onwards for a short period?—I have no doubt of it; but the success of those schools will depend in the main upon what has been done previously. For instance, send a boy away from school at 11 years of age, who can take up a book with pleasure, and read it for his own delight, and it is astonishing what you may do in the evening. Thinking that my boys might have a higher style of writing than they attained to generally, I have engaged a writing-master to give lessons in the evening. Several of my boys who have gone to work have joined the class.

4152. Are those evening schools which are intended not for adults but for boys at and after the age of 12 years becoming very common now?—I have not much experience that way. I could not speak upon the point so as to give any evidence worth anything.

4153. You do not know of the existence of many of them in London?—I do not. The schools of which I hear as evening schools are I take it not the schools of which you are thinking; they are schools after the old pattern of a task set to be learnt.

4154. I ask you because I was not aware that schools of the kind of which I am speaking now were at all common; but it was lately mentioned to me that they were beginning to attract a good deal of attention?—I was present sometime ago at a meeting of the Society of Arts. The Council called schoolmasters together to ask the schoolmasters to give countenance and assistance to their scheme, and the difficulty of the day turned upon this; it was said, "We lose our boys, "some at 11, some at 12, and the great bulk of them when they are "13; now what are we to do with them between that time and 16?" Mr. Chester was present, and he was very earnest in carrying out the Society's scheme; but he would not hear of the Society doing anything with the children until they were 16, and the whole meeting felt that there was a difficulty there.

4155. Do you not feel that to be a difficulty applicable to your own plan which you have just been describing; if the boys go at 12 years of age, and if they are turned loose for some three or four years to rest

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upon the chance of their coming back afterwards, when they are adults?—It is a thing to be regretted, there is no doubt about it.

4156. Do you not look upon evening schools, in some shape or other, as a necessary supplement to the education which you give before 12 years of age, or, in other words, would not that education be completely forgotten without it?—I am quite sure that well-conducted evening schools for those boys will be of great advantage to them, supposing, always, that the school is made sufficiently attractive to allure the boy to it. I am quite sure that it would be a great blessing to them; but I must say again, that I have concentrated my attention so completely upon the day school, and upon the employment during the time that the children cannot go to work, and cannot earn anything, that I have very little information upon the other point.

4157. If you let them go entirely out of your hands at 12 years of age, can you say confidently that they retain very much of what you have taught them?—Yes, unquestionably.

4158. (*Sir J. Coleridge.*) Do you know the boys who have left you who have not had the benefit of an evening school or any other school during an interval of two, three, or four years, have you fallen in with them, and known the state then of their educational knowledge, reading, writing, and so on?—Yes. I meet with boys of that sort continually, and keep up acquaintance with them.

4159. Do you know how such a boy has been as to his writing, for instance?—Yes; they do not lose their writing. It is said frequently that the children leave school and forget their reading and writing. I never saw such a thing in my life, and I do not believe it, supposing always the reading and writing to have been really taught. If you put a little child with a book with a lot of words, scarcely any one of which he can understand, and instead of teaching the child, you make him, as the phrase is, "learn his book," he may get a power of repeating those words, and be said to be able to read, and such reading he may forget; but I cannot believe in any child who has ever really learnt to read, especially in London, forgetting how to read; he cannot go through the streets without exercising himself in reading.

4160. How is it as to writing?—The same as to writing also; I have never met with a boy who had forgotten how to write.

4161. (*Chairman.*) Since you have conducted this school have you taken any pains to follow the boys into their future life after they have left the school further than the incidental meetings which you have just been speaking of?—There is another important way of getting at them. I have, for instance, in the school now, boys of nine or ten years of age, who were babes when I began there, their elder brothers are at work, the young ones are still with me.

4162. But you do not adopt any particular plan for keeping up a connection with them?—No.

4163. You leave that to accident?—I leave that to the accident of visiting the homes on school business.

4164. Sir John Coleridge has asked you whether you find that boys retain their knowledge of reading and writing, and you have stated that you believe that they invariably do. Are you enabled to state whether the boys who have been educated at your school have equally retained the moral lessons which have been taught them. Do they appear not to depart from that instruction after leaving school at the age of 12 or 13?—A great many of my boys who have left school and gone to work in that way have given me a great deal of satisfaction by the influence which the school evidently *now* has upon them. I have had one boy only who has given me trouble.

4165. During the time that he was in your school?—No, after leaving school.

4166. A boy who was well conducted while in the school?—I cannot say he was well conducted while at school, for in his earlier school days he gave me a good deal of trouble. Afterwards he seemed to mend, and I sent him to a situation in which he misconducted himself. His friends put him into the navy, and judging by his letters, I may say I have again good hope of him.

4167. What age is he now?—I should say just turned 15.

4168. Did he leave your school at the age of 12?—No, he was, I dare say, 13 when he left. I have to speak to these specific facts from memory.

4169. (*Rev. W. Rogers.*) Is that the only boy that you know who has got, what is called, into trouble?—The only one; and from circumstances connected with his home his is altogether an extraordinary case.

4170. (*Chairman.*) Will you be good enough to describe what you consider to be the nature of the education best adapted to the instruction of the labouring classes?—I will do so as well as I can in short. You, I have no doubt, are aware that the compression I must use makes the task more difficult. I think we should make up our minds that with the children of poor parents so much of the education as depends on school must be done before the boy is of age to earn wages, and that what such parents want for their children is an education that will fit them successfully to cope with the work of life. I believe that even when a boy leaves school at eleven years of age, he ought, if he have been regular in his attendance, to have acquired the power of *reading*, so that he will, for his own gratification, read such books as his Sunday school library furnishes, that he will have learnt to *write a legible hand with facility*, his *orthography* in all the more commonly recurring words being, as a matter of course, correct; that he will have attained in *arithmetic* the power of using fractions, vulgar and decimal; and (however possible it might be still to puzzle him in the statements of some of the more curious questions which at times are set to children) that he will thoroughly have mastered the *arithmetic of proportion*, both simple and compound; that in *geography* he will have become familiar with the leading physical features of the globe, will know the situation and relative importance of the great commercial cities and the principal ocean routes; and in *language* that he will have attained the power of putting down his own thoughts on paper—that he will be able to write a letter, which, although boyish in style, will, nevertheless, be legible, intelligible, and in the main correct. With these thoughts as to the mere scholarship the school is to furnish, I think we need in our common schools, as a means of accomplishing generally, what I have already said I *know* can be done, a steady and systematic cultivation of the boy's intellect. If I may copy a phrase from Lord Ashburton, who styled good teaching a high art, I would say we need, to a much greater extent than our training schools supply at present, the power in teachers of artistically cultivating and developing intelligence. I think I see this need conspicuously in our moral training. Yet I am sure that science, whether moral or physical, may be so taught as seriously to assist the teacher in his work of disseminating information. Where good object lesson teaching exists there thoroughly sound and useful teaching in science may be carried on. In characterising this teaching I am thinking not of the information imparted, very useful as that may be; but of the discipline of mind received by the boy who is hereafter to become a workman, a citizen,

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and parent. Inciting his curiosity by the object or the experiment presented to his senses he may be taught how to observe. Induced by questions on what he sees to reason he may be easily caught at first reasoning falsely, and may, by the right question, be led almost as easily to correct the error he was disposed to adopt.

4171. (*Rev. W. C. Lake.*) Do you think that some subjects are peculiarly adapted for that?—No doubt. The subject to be taken up would vary considerably in schools in different localities, but the work to be done is the same in all. I would say that the first thing to be done, in choosing your object, and in choosing your illustrations, is to pitch upon those which will secure the interest of the children. If you do that I do not think you will have much difficulty with the teaching. Then there is another thing which I think should be found in all our schools, and is found at present in very few, and that is some lessons upon the laws of health.

4172. Do you see any great difference in the subjects which, in different localities, would excite the attention of the children?—Yes; I should say that in a seaport certainly a boy would be very much more interested about a ship than a lad would in the middle of Leicestershire. I can understand how, if I had a poor school about Portsmouth, and were talking of the tonnage of a vessel, and offered to explain to the children how that is connected with cube measurement, the boys there would be all attention to it, whilst, if I were in the other locality, the boys would not.

4173. Those are illustrations; but I understand you to mean a particular class of subjects; one or two great subjects which you would say are suited to boys in towns, another class suited to boys in the country, another to boys in maritime towns, and so on, in which the whole line of education would rather vary?—Not the aim of the education at all.

4174. But the subjects of teaching?—Yes. The subject of the day's lesson would, I take it, for instance in a seaport town, be very much more connected with a ship than your object lessons would in the centre of England. You could talk of a ship, the sails, the sailcloth, the anchor, and the cable, and get at all the questions which such things lead to, the strain upon the materials, and so on.

4175. That seems to me only to be using a variety of illustrations?—That is all I am speaking of.

4176. Then you think that the staple subject of teaching is pretty much the same all over the country?—If you call this illustration, will you be kind enough to point out to me exactly what is passing in your mind as the staple subject of education. I have spoken of the design, namely, the cultivation of the intellect.

4177. What are called object lessons are very much upheld by some persons?—Yes.

4178. Would you think it desirable that the general work of teaching through the country should be by a series of object lessons drawn in different parts of the country from the special occupations of the persons living there?—I should; I should say that in an infant school we must have no tasking, and we must have no punishment. In a well-arranged infant school, after the little child has become acquainted with the school, and acquainted with the teacher, I should expect a word from the teacher to keep all pleasant there. And now comes the next thing; how are you going to teach these little children to read and to write? I say go on with good object lessons, and if you put chalk on a slate, in the children's way, he will learn to write, you will not have any difficulty in that respect. Of course left there he would not

learn to write well, but half the battle is got over as soon as the child is interested in the thing. But the object lesson should be one in which the child takes a great interest. Now that is where the thing applies to the question which you were asking me. Certainly the object will vary in different parts of the country, but the end for which the object is used in the lesson will be, I contend, the same.

4179. (*Chairman.*) To exercise the reasoning faculties?—Yes.

4180. (*Mr. Miall.*) I understand that you attach importance to the object lessons and to illustrations chosen from a particular locality and adapted to the taste of the children not for the purpose of conveying an amount of information which shall be useful to the child in after life, but simply for the exercise and discipline of his mind?—That is exactly the case. If you will allow me I will give you a case in point from something which has taken place in school; a boy reads of some of the settlers in Australia in the bush having made lime soap. How did they do that? That is a question which the boy asks of his own accord. You, perhaps, have had lessons in the school upon soap. Suppose this kind of thing to occur in an infant school, you get the spelling of words "soap," "oil," "lime." As soon as the children begin to notice one of the properties of lime, that if it be wrapped up in paper damp and kept there the paper is destroyed, you get the word "caustic" and the quality "causticity," and you go on with it.

4181. (*Rev. W. C. Lake.*) Then you must make the basis of this object teaching some general knowledge of some subject, such as chemistry or zoology?—Natural history, biology, of course affords great scope, but it is in a different position with regard to its value in the course of education from what experimental science is; I do not say that it is not exceedingly useful.

4182. But am I to understand that the trunk of your teaching, so to speak, out of which these object-lessons spring like branches, is a course of experimental science?—Yes; it would be so with little children, out of which they are to get their reading and spelling, and a good deal of their writing.

4183. Then it would be better to describe your principle of teaching as experimental science worked out into object lessons?—You would leave out something very important, for although I have taken these things as an illustration of the way in which children may be cultivated to observe and to reason, I think that school would be but a sorry place if it did not give a very high prominence indeed to the teaching and training of the morals.

4184. What would your teaching of morals spring out of?—Out of such lessons as these to the very young.

4185. You would teach morality indirectly (though very effectually) in the course of your lessons?—Yes; and also directly.

4186. What would be your direct teaching of moral truths?—I do not suppose I shall have much difficulty in making you quite understand what I mean. I think that there is a moral science. I have no doubt about that; and immediately I use the word science, I go down for its basis to something in nature, and although I regard what we call moral obedience as something distinct from a man's moral code, still there is a great tendency, I think, for the one to follow the other. In short, I believe that one of the best ways of cultivating the moral character in children is to do it through the intellect at the same time that you excite the affections. Now the religious teaching in school is mainly, where it is most wisely done, an exciting of the child's emotions and affections; you quite understand me that I do not object to that.

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4187. As a fact have you any direct religious teaching, or do you teach religion, effectually, no doubt, but indirectly, in the course of your lessons in other things?—Suppose we were to take such a case as this: some boys in my first division are going out to work for wages, and many of them you would find are already disposed to look upon it as a fine thing to do; not a few of them go out with a great deal of good feeling; they are going to increase the comfort of home. A boy, with anything like a good father and good mother, though they may be rough people, and live in straitened circumstances, brings home his first earnings especially with great pride. Now I say that I may just as well send that boy into the world, with the lessons which can be given him upon wages, not simply the economic laws, though I am not going to leave those out, but the moral laws also. Why should I not teach him the part, which in the great scheme of life (and life is a part of nature), character plays with regard to wages? Why should I send that boy away short, for instance, of such a lesson as this. "Besides "your finger skill, the people who engage you will be disposed to look "for something else. For instance, if two men are equally competent, "as far as their finger skill is concerned, to do a piece of work, the "master will choose the honest rather than the dishonest, and the "companionable and kind rather than the quarrelsome and the unkind; "that man will get higher wages, and in getting higher wages he will "be blessing all those around him; he will be doing the work of life "better for us all."

4188. (*Sir J. Coleridge.*) Then do you found the moral virtue upon that motive?—I am sure you will forgive me for being a little cautious in the use of the word "motive."

4189. You mention none other. You put it that a boy should be honest, and would be, therefore, more likely to be employed than another, and that in consequence of that he might be able to do more good in society?—Yes, I am giving my views, whether right or wrong; if I should be found out to be wrong, I shall be all the wiser if you will bear with me. I have very carefully gone through all this work, examining it by such light as I have in the New Testament morality. I call such a lesson as that which I have just indicated to you (of course it is crushed up as I said at the beginning), a lesson which sets before the boy the beauty of holiness; which makes him feel that however poor he is, or however small his wages are at the beginning, if he sets out into the world with right views, and keeps in the right way, he is going not only to benefit himself, but to benefit those around him, and to take his own happiness through theirs. I believe that that is the great end of moral teaching. I should find it difficult to agree perhaps with you over the word "motive," because I hold just the same notion of "motive," when the term is intelligently used, as Benthem does. I do not talk of good motives and bad motives.

4190. (*Rev. W. Rogers.*) They do generally attend a Sunday school from your school?—Yes, all of them.

4191. (*Mr. Miall.*) I suppose you have no teaching of a negative character as far as religion is concerned, that is to say, you do not imply in the teaching that no advantage will be gained by theological knowledge of any kind?—Surely not. If I did so I should be dogmatizing most foolishly; for no intelligent man would say of theological knowledge that the possession of it could be damaging to anybody. But we have never had anything in our school in the smallest way troublesome on religious matters. I have had this kind of answer over and over again from a boy, that he ought to do so and so for his parents. I ask "Why?" He says, "It is the command

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"of God." I say, "Repeat the command for me." He will repeat the command "Honour thy father and thy mother." There is no difficulty whatever in such a case as that. I should take up that command and make it the subject of a lesson, but I should teach it very differently from the way in which it is taught in schools. I have been teaching it very lately. Put it before a class of boys like this—tell a boy whose father is an habitual drunkard, "Honour your father." No, he cannot; and does the commandment intend that he should? Certainly not; and by a series of questions like that you get down to what I think is a very important thing with children. You tell a boy, "If when you "grow up to be a man you want to be a father who shall be honoured it "will depend very mainly upon how you are conducting yourself now "towards your parents. The fact is that in your boyhood you are "forming habits which will influence your parental character." That is the kind of way in which I should treat it.

4192. (*Rev. W. Rogers.*) I think in your schools you teach physiology also?—Yes.

4193. Will you state what you consider the great advantages of teaching that?—I notice that there are great evils in the world arising from an ignorance of the thing; that even when people are not disposed to do wrong, or to interfere with sanitary reform, they impede it. Last night the parish doctor calls on me and says, "Will you help "me to get your boys vaccinated?" I answer, "I will," and I expect that I shall have a very easy task. On Thursday morning I shall give a lesson on it to division after division in the school, and ask for volunteers, getting leave from home for them to be vaccinated. Now that strikes me immediately in this way. Why should I be asked to do that? How is it that I do it for my own children without any neighbour coming to interfere, and here I am called upon to do part of a parent's duty? I answer, because of the ignorance of the people upon these subjects. Two of my boys were crossing Tower Hill on Saturday, and heard a quack selling medicine there. They rushed up to me on Monday, and said, "You should have been on Tower Hill; the man was "telling the people who were all standing round him, just as if he were "giving a physiology lesson, that the food, after having been partly "chopped up in the mouth was chopped up in the liver," for which his pills were designed. That showed how the boys deal with that sort of thing; how they judged and acted upon it, and that they not simply heard what was taught them in the class, but thought and criticised, and as far as those two boys are concerned, Mr. Quack will have no customers in them when they grow up. My wife is very fond of teaching physiology, and she has paid a good deal of attention to it, and we have found a wonderful improvement in our children from giving quiet, intelligent lessons upon the subject. For instance, we see in a great number of children something like habitual personal cleanliness. They wash all over; there is less dependence upon the pomatum for the appearance of the hair. A little child, not eight years old, came up in school the other day and said, "Please Mrs. Shields what "am I to do with my bedroom. I went to father and told him that we "ought to sleep with the window a little open." This arose from reading Miss Florence Nightingale's book. My wife took that book to school to read to the children; and the little child said, "I told father that "my window ought to be open, that I was sleeping in bad air and the "window is fast, it will not open." There the little child has carried home a lesson and the father has had it; and though in that special case you do not see an immediate effect from it, you see bit by bit and drop by drop with the children how every lesson produces an effect,

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and places them in circumstances as regards their general health very greatly improved from what they otherwise would be. I have cultivated as well as I can amongst the parents of our children the habit of talking upon such subjects, and I endeavour to explain them to them without offending them, for that is the danger with the poor; namely, that in giving information you wound their vanity. In the case of one family, sickness amongst which caused my wife to visit them, she found in one room father, mother, and four children, if not more, sleeping with the chimney shut up and a board before it, the door closed and the window shut. Now that could not have happened to those parents if they had had a very little instruction upon respiration; they would have been shocked to perpetrate such an enormity upon themselves and their children. Mrs. Shields was the means of getting it altered. But with the children when they grow up you will not have to alter it, they will learn these things beforehand; they will have that little book of Miss Nightingale's, and they will be prepared to use it, to work with her—on her side instead of being, as ignorant people too frequently are, obstructors of sanitary progress.

4194. (*Mr. Miall.*) You teach the philosophy of common life?—I will be honest, and tell you that I do not know what that means.

4195. You teach all the science which springs out of and is connected with the common things of life?—Yes. I should prefer the common things of every-day life, those things in which the children have a deep interest, as the objects for the lesson, as the things out of which I am to bring the information which I want to give; but the mere technical information, even though it be technical information connected with some special science, is, I think, a matter of, comparatively speaking, secondary importance, though children learn it with great readiness, and exhibit it with great brilliancy, much more so than we grown folks do. The grand thing is to keep the child's mind in an active state, and in such a course of mental conduct as that the child is forming good mental habits. That, I take it, is the grand work to be done with regard to teaching science.

4196. (*Rev. W. C. Lake.*) Do you not think that such a plan of teaching, though it might succeed very well if taken up by some persons of enthusiasm and energy, could never be generally adopted, and that it makes too great a demand upon the intellectual energies of schoolmasters generally?—I should just as soon say that because missionary work is difficult, I do not hope to find missionaries. I really think that the work of a schoolmaster at home is missionary work, and I am quite sure that you have now before you the difficulty of the day in education,—that is, to find the teachers; with a capable teacher, the work would be easy enough. We have greatly increased our school buildings; we have a vast deal of property in the country which a few years ago we did not possess, and public opinion has been a good deal excited upon the matter. There is no lack of funds. As far as I mix with people connected with education I see funds rather waiting to be used than anything else, but there is the want of the teachers. I do not despair, however, of the teachers being found.

4197. Then you do not think that the system which you have been describing could be worked successfully unless you could calculate on its teachers being quite animated by what you describe as a missionary spirit?—Exactly so. You want the fit spirit, and for efficient teaching you want efficient teachers. But I dare not lead you to conclude that there is anything in the work at all repulsive or anything extraordinarily difficult.

4198. The inference to which I am pointing is this, that it cannot be adopted as a general or universal system ?—I do not infer that myself at all. I believe that we have done much more wonderful things in the world in the last fifty years.

4199. But I am afraid you could hardly calculate on all schoolmasters in a great country, or a very large proportion, being animated by a missionary spirit ?—That is what it ought to be.

4200. (*Mr. Miall.*) Your system could hardly be carried on by a number of teachers manufactured to order ?—Unless the manufacturer was a tip-top workman, and the manufactory for teachers at present is not what it should be. I am sure I desire not to say any evil of any of my neighbours, and most of the people engaged in that work I very highly respect. I have known many of them for many years, and have watched their course with great pleasure; but in our training schools, where the teachers should be made, scholarship is looked after, and the art of teaching is not cultivated.

4201. (*Chairman.*) Even if the manufacturer is a tip-top workman will he not find the raw material very scarce ?—I think not; the raw material will be in the boys of his school.

4202. I am speaking of the good raw material out of which you can manufacture such schoolmasters as you have been describing ?—I do not think there need be any fear. I must say of the raw material there as I say of the little child—I have nothing to complain of here—the master in the egg is the little boy in the school. I do not see any insurmountable difficulty in the way of improving the quality of the education.

4203. Taking your own school of 300 children do you think that there are half a dozen out of that number at the present moment out of whom you could, if you had the time and opportunity, manufacture schoolmasters to take your own place ?—Yes, I have no doubt of it whatever. I have in school now three lads who have all been with me as scholars. I have retained them around me simply by the influence which the school has given me.

4204. (*Mr. Miall.*) Do you think that the proportion of children who could be made into efficient schoolmasters upon your system would be equal to the proportion of the merely scholastic masters who are trained under the present public system. Would there be greater difficulty in procuring the proportion that we now have, under your system ?—I imagine that there would always be greater difficulty if you determined to select only the right man. But I apprehend that when you get a really capable schoolmaster who enters into his work as a religious work, you will find that that man will somehow or other have a tendency to bring teachers round about him of his own sort. The raw material has been created to our hands—it is our misdirection of the young mind that makes any difficulty in the work.

4205. We are enquiring as a Commission respecting the condition of education in the country, and how far the Government might be able to aid it. The question which I asked was rather in connection with that point ?—And there, I am afraid, I fail you, because I am just as hesitating upon those matters which I have not studied as I would be earnest upon those on which I have, after experience, and long experience, formed an opinion. I often go over that question myself on reading the Blue Books as they are issued, and I am puzzled to know what the Government can do to improve teachers. After Sir James Kay Shuttleworth's plan once came into operation there was a great stride made by Government. Schoolmatsers used to be all but incapable

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of spelling or doing addition sums in many cases. Now all that was put aside and easily changed—a certain quantum of scholarship was easily put in. There you stop. After that the great thing is to be done and that is to train the teachers; you want a man to have very clear and distinct notions of what the work of education is, and how that work is to be accomplished in the circumstances in which we are living at present. I am not prepared to say how the Government is to interfere at present.

4206. *Sir John Coleridge.*) How many assistants have you in your school?—In all, with some young people, I dare say I have 14 or 15—I have before stated that it has happened to me frequently to have a boy who has been turned 13, a clever sharp lad who has been attending school and has picked up in the regular course all the education which the school is intended to give him. His parents are not ready to send him to work—I have sometimes said, "leave him with me for two "years and instead of taking his school fee on the Monday morning I "will give him some little wages." I often do that with boys.

4207. Those are particular instances, but generally how have you got your assistants; have you had to make your own assistants, or have they come to you?—I have had to make them for myself. But of such boys as I speak of, you will find some who are not cut out for a teacher's life. It is very evident that they are not; they like muscular exercise, and in the great division of labour they find their place. One has taught them that all industry is honourable, and nothing would be more shocking to me than to keep a boy at school-work who did not choose it. If a boy turns up who likes it, and who shows power in teaching, I have some little conversation with his parents; I make some arrangement with them, and I pay him very much better than the Government pays the pupil-teachers. I think that the Government has not done all that was desirable there.

4208. (*Rev. W. Rogers.*) There has been an immense improvement in the teachers in the last twenty years, you acknowledge that?—An immense improvement in education altogether. I believe that the schools for the working classes now are very superior indeed to those for the children of the tradesmen class.

4209. Cannot we hope that they will go on improving in the next twenty years,—(we cannot expect this work to be done in a moment),—and that, therefore, we shall get the proper manufactured article in time?—I hope I do not lead you in any shape to despair; I do not myself doubt of the thing being done, although I am not prepared, whilst the action of Government is impeded by denominational discussions, to call upon Government to remedy the evil. But there are many hopeful signs amongst us. For instance, the schoolmasters of London have just formed themselves into an association; they have had one meeting, and they are going to meet for business on the 7th of June, the great object of which is to study the art of teaching. They are men already engaged in schools,—many of them very large schools,—and they are going to meet for that purpose.

4210. (*Mr. Miall.*) But the improvement will chiefly come out of growth, not manufacture?—Growth is a good deal improved frequently by good tillage. I have no doubt at all that there is a tendency observable amongst us to produce a higher order of man as a school-master, and amongst the public to ask for a higher order of education. I think that the good work might be wonderfully accelerated by the intelligence of the upper and wealthy classes being thrown into the thing by getting, in some schools, things left out which are done, and

in almost all schools some things put in which are omitted. I think it a sad thing to find almost all the schools omitting the training of children in social science.

4211. (*Rev. W. Rogers.*) How do you define social science?—For school purposes (I am not attempting exact definitions), I regard physiology as one branch of social science. I regard economical science as another branch of social science. The application of these things with the moral questions which they give rise to and illustrate forms the sort of teaching in social science which I would ask for in elementary schools.

4212. What should you say is the great deficiencies of the teachers who come out of training schools?—They have not been trained for teaching.

4213. Not in the art of teaching?—No.

4214. (*Rev. W. C. Lake.*) But they give them a good deal of training in the art of teaching both theoretical and practical?—You might get useful and striking evidence upon that point from one class of men whom I have already consulted, namely, the masters of method in the day schools, for boys connected with our training institutions. If you hear their tale about the students, I am sure you will come to the conviction that the time at college at any rate affords the pupil no power of becoming a teacher.

4215. Where do you think that the failure lies, because there are masters of method as your last answer implies, and there are also in training schools practising schools where the young men are regularly worked at the art of teaching?—They there occupy a remarkably short portion of their time in the training school. They come unwillingly—they are useless helps to the master in the main.

4216. Then in fact you think that not nearly sufficient time and attention are given in training schools to the art of teaching?—I do not think that sufficient time and attention are given to it, but I also think that the cultivation of the proper thing is omitted.

4217. Do you mean that it is taught on a wrong principle?—Yes; that as a rule you find nothing like enlightenment amongst the heads of the establishments. Where can I find a book on the art of teaching, except a little book which was published by Mr. Dunn many years ago, and some little things which have been published by Pestalozzi? If I want a book on the art of mining, or on the art of brewing, or on the art of distilling, I can find it.

4218. That is a distinct thing from the want of enlightement in the heads of the establishments?—I spoke hastily when I used that expression. I had better recall that assertion, though after all it puts me in this position, that supposing that I am wrong, and that they are truly enlightened men, the teachers whom they send out are not.

4219. In what do you think that the want of enlightenment of the teachers consists? Is it that they are taught entirely on wrong principles, or that they do not devote sufficient time to the study of the art?—I believe that there has been in the training colleges, as far as I have been able to see, far too much attention paid to the acquisition of a little scholarship.

4220. What do you mean by "scholarship?"—I mean a little trigonometry,—a little acquaintance with Latin,—a little information in that way; smallware scholarship, if I may say so, without impropriety. Now, I must beg it to be understood that I do not object to learning of any kind; I am quite sure that it could all be brought usefully into the school; but I say that these things are of comparatively small use to the ordinary schoolmaster; where one man will be called upon to do

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anything in trigonometry in school a thousand will be required to give the general moral and mental training which I have spoken of; but you will find a thousand very well up in Snowball's trigonometry, for one who can talk to you about the conduct of the understanding for ten minutes together with anything like intelligence.

4221. As young men grow up they want particular subjects; would you have a definite subject on which they should occupy their minds at training schools. You cannot deal with young men of 20 as you would with boys, developing their intellects by a series of object lessons; you must give them some particular subject; you may take mathematics; you may take language; you may take history; you may take chemistry; which of these subjects would you prefer as the instrument for educating the mind?—A great deal is to be said for almost every branch of knowledge; and I do not wish to speak with disrespect of any. I should myself recommend training them in language, as of more importance than mathematics. I beg that you will not consider that I have any dislike for mathematics; I certainly have not.

4222. Would you prefer that they should be trained in one or two points, or that they should have a small amount of all, with a view to their enlightenment, or wherein do you consider the present difficulty of training schools to lie?—Why need we ask young men who are going to be schoolmasters to occupy time whilst in the training school with grinding up answers to all the details of English history and geography, and the curiosities of English grammar, and ask for more than that, they not having had any special education whatever in the art of teaching and in the work of education beyond what they have incidentally picked up at the schools where they were pupils, and ask them also to aspire, say, to a little Latin and a little Greek.

4223. Do you mean then that they fritter away their time on too many separate subjects?—Yes; and I also mean to say that they are engaged upon subjects which have not a special bearing upon the work in hand.

4224. What are the subjects which you think have not a direct bearing upon the work in hand?—The study of scientific subjects would be of very great importance.

4225. "Scientific subjects" is a wide expression?—Yes; what is called physical science or natural philosophy; for instance, I think that these young men should all go through a course of pneumatics, hydrostatics, and optics. I do not mean in order to make them proficient in either, and to stand an examination, the examiner being a man great in that one subject; but let them go through them all as they are taught at the college, and let them be illustrated by means of apparatus, so that they can go into the schools and use them for the training of their boys in intelligence.

4226. Then I understand you that hydrostatics, pneumatics, optics, and one or two subjects of that kind, would be your main subjects of teaching in the training college?—Yes, I think so. Of course I should not leave out social science and physiology.

4227. (*Sir J. Coleridge.*) Then that is not teaching them systematically the art of teaching, but assisting their own minds upon some particular subjects?—I have been trying to say, all through, that I think that the work would be altogether left undone unless there was a cultivation of the art of teaching. But I am not prepared to exhibit a plan for a training school. I content myself with pointing out the work required to be done. The organization necessary either for Government or the training school I have not studied.

4228. Of course it is a proper appendage to every training college

to have a practising school?—If it is not so in every case, it is the rule.

4229. And the lads who go there have been themselves, almost universally, pupil-teachers for five years?—Yes.

4230. Where their business has been to teach?—Yes, under masters and with a pattern such as Mr. Miall deplores. I am not going to grumble at the old schoolmaster; for considering the difficulties in which he has been placed, altogether there is a great deal to be said in favour of the character of schoolmasters as a body. But what I say is this: here is a boy going up to a training college; let him be led to those special studies, and the practice of that special art, which are to serve him when he goes out as a teacher, and which will make him an infinitely better man than the master who trained him.

4231. Then what is your objection to the Training College? Is it that you think that they do not make a wise selection of subjects, or that their system is a bad one; they have at present the teaching of the boys who are there, and they have schools in which the boys practise, and of course it must be assumed that their object in the practising school is to teach the art of teaching by experiment?—Is not it the case that in some of the colleges as small a period as four weeks in the year out of the two years for which the young men attend is given to the practising in the school, where there is not a word said about the art of teaching.

4232. It must be spread over the number of students in the college. You cannot expect them to have more than one school?—You entangle me in the details of a question. I am not complaining. I very readily acknowledge myself in a difficulty there. I do not myself see the way out of it at the moment, but I have no hesitation in saying that there is a way out of it.

4233. (*Rev. W. C. Lake.*) To teach almost exclusively physical science and to give more training in the art of teaching are your two recipes for the improvement of training schools?—Yes, and——

4234. (*Sir J. Coleridge.*) Not quite that, because you say that above all things you desire the cultivation of language?—I was being asked at the time, "What study would you recommend to a young "man, say mathematics or classics?" I should say that one man follows one thing and another another, and I have therefore hope of good from both; but to the young schoolmaster I say, "Do not let "this keep you from your work in school, you can turn it all to ac- "count, if you are a capable teacher; but if you have not thought "upon the question of education and the importance of educating the "children, that is a work waiting to be done now." I would say to him, "That would be just as though a clergyman had no training in "theology"—I mean more than the mere outside practice of the art. There is always a connection between art and science,—there is some philosophy at the bottom of the thing; that is not touched in our training schools.

4235. (*Rev. W. Rogers.*) You mean to say that they turn out these students more literary characters than schoolmasters?—A man will set to work and study, say English Literature, and at the end of the year he turns out a very weak literary man but an abominably bad schoolmaster. I am quite sure of this, that the principal of that training college, if he had taken that young man through such a book as "Mills' Logic," and had read with him Sir William Hamilton's Discussions on Philosophy, would have been doing him infinitely more good. Whilst I do not shut my eyes to the importance of what is called physical science there is something else than mere physical science,

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which I have put down under the name of philosophy, which is wanted in a schoolmaster, for it does not make a difference that the little children whom we have are very poor children; they are children who as they come from the hands of the Creator have the same power of development as the children of the wealthiest.

4236. (*Rev. W. C. Lake.*) In fact you do not think that the training which the young men get at the colleges is an effective training for the intellect, and you do not think they have enough practice in teaching? —Exactly so. I am sure that they have not enough practice in teaching, and I am sure that there is not a sufficient training of the intellect.

4237. (*Sir J. Coleridge.*) As to the want of training of the intellect, is it the fault of the system, or is it the fault of the principal of the college?—I should not like to blame the principals of our colleges; I wish to speak rather of the evil which is there existing than of the men, because every one of them, as far as I know, is a very worthy man, and labouring hard to the best of his ability. The principals themselves say that it is the fault of the Government; that what the Government asks of them obliges them to do this kind of thing.

4238. (*Rev. W. C. Lake.*) Some of the principals quite agree in your opinion that the amount of subjects taught is overdone in comparison with the actual training of the intellect?—Yes.

4239. (*Mr. Miall.*) A good deal of the difficulty, I should imagine, must arise from the impossibility, under a general system of Government education, of selecting the materials which are to be made into schoolmasters?—There may be some difficulty upon that head; a man must have a liking for it. You will see more clearly what I am driving at as to the intellectual training if I put it thus to you; a man may go through a text-book on history, or two or three text books, and get up all the details of the facts as they stand in the book, and stand an examination in it very well, but if you come to talk to him upon history you feel after all that he is not only not an intelligent man, but that on the subject of history he is a particularly unintelligent man. You will have met with such people as that in life yourself; even the learning at the training colleges produces just such an effect as that. I never met with one of the students yet who had anything like a bird's-eye view, an intelligent look over the whole subject of history, or who could answer the question, "Now before you begin teazing the "little children with history, before you take them" (as I have heard said before) "up to the Picts and Scots, and leave them there, what is "the use to which history should be put in my schoolroom?"

4240. (*Rev. W. C. Lake.*) I am inclined to infer from your last answer that you would not so much care about substituting physical science exclusively for the points now taught if those points were taught in a more philosophical manner?—I do not know that I should; and yet physical science has very peculiar claims upon us. When we talk of hydrostatics, and optics, and chemistry, and remember what has been done of late years, we must bear in mind that a great many of our boys when they go into life will want such information as that; we cannot tell the special information which they will want; but above our knowing the sort of information which they will want when they get into life, they should be so taught as to take up a book and read that book with pleasure. Now I do not pretend to make my boys chemists, but I so deal with them as that they take up such book as Fowne's chemistry and understand the symbols in it.

4241. Are you not inclined to admit that the sole cultivation of

physical science perhaps in any class, unless it is balanced by something of moral science, fosters a shallow intellectual self-conceit?—There is no doubt of that; I have no doubt that you may make a boy in geography a walking gazetteer, and yet that he may know amazingly little about the surface of the earth.

4242. Do you not think that that shallow self-conceit is engendered rather more by physical science than by moral subjects?—That question is new to me, and I should not like to give a hasty answer to it. I think that works when professed to be studied are studied very badly at present, I do not think that works as they are studied at present tend to strengthen the intellect.

4243. Suppose for an instant that your plan could be carried out, and that the whole of the lower classes were educated extremely well and intelligently in physical science alone, do not you think that there would be some danger of a great deal of national self conceit?—You will begin by allowing that we are not short of that at present, and that ignorance is not an unfruitful hotbed for that weakness. My thoughts upon these matters would lead me rather to think that thorough knowledge, wherever you get it, real science, no pseudo science, would tend to take the conceit out of a man. I hold that one of the finest pieces of mental discipline which you get from scientific teaching is that it makes a boy so cautious how he infers.

4244. Do you think that we can teach real science to a whole nation?—I do not know why it should not be possible to teach it to a whole Universe, constituted as we are. I have great faith in the power of the schoolmaster.

4245. (*Mr. Miall.*) You would give a scientific training to the faculties?—Yes.

4246. We have not leisure enough to get all the information upon any one of the sciences?—Possibly not; and a man may be very great in one science; he may be great for instance, as a chemist, and you get him seated at your table, and get into close earnest talk with him, and you find that you have an extraordinarily clever mechanic, but not a truly scientific man after all.

4247. (*Mr. Goldwin Smith.*) But you can only give a scientific habit of mind by carrying the pupil through the processes of science?—I think so; and carry his mind along with you in it.

4248. Can you carry a child under 12 years of age really through the processes of any science?—Yes; unquestionably.

4249. (*Mr. Miall.*) Not through all the processes, but through some of them?—All the processes, enough for you to give the child a scientific education.

4250. (*Mr. Goldwin Smith.*) You cannot carry him through the processes of experimental sciences?—I could do an experiment before a child with two chemical solutions, which should result in giving me a solid and a solution; and I could make the child weigh what is the first question in all philosophy—"What is that? How is that?" and I could give a very beautiful lesson to the child, which is too frequently omitted in some of our small-ware books. "Thus much man does not "know, and here there is something which man does know, and I want "you to find it out."

4251. However, with regard to education, your view comes to this, that there is no philosophy of education at present before the world?—No; so far as I know there is none.

4252. There in fact that deficiency which you speak of in the training colleges is common to all places of education—they have not yet any philosophy of education in an available shape?—I know of none,

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but I speak there very hesitatingly; I confine myself very much to my own ground. That would of course cause me to reflect upon the universities, and I do not wish to do that. I am not aware, but I should be very glad to be informed, whether even in any of our universities I should get much light upon the philosophy of education.

4253. That which you find wanting in the training colleges you find wanting in other places of education also?—Necessarily in those which depend upon the training colleges, such as our ordinary public schools.

4254. You do not mean that there is a philosophy of education existing which the Government colleges ought to adopt and do not adopt?—I do not mean to say that I have it in a book—you may do with me as Dr. Whewell did with Sir William Hamilton when he insisted upon the necessity of studying philosophy. He said, "Where is your book? "Look here; here is our algebra—where is your book?"—and I should not have my book forthcoming any more than Sir William had, but I should not therefore say that there is no philosophy of education.

4255. (*Chairman*) To return to the early part of your examination. I suppose we may infer from what you said, that you look upon the Infant School as an essential element in any system of popular education?—Very essential, indeed, and I believe that in the extension of popular education that is the way in which the work is next to be attempted, and I think that that is hopeful, for two reasons; first of all the children can be had; you will not come in conflict here with what is sometimes called the labour market; I should not choose that term myself; you will not come in conflict with the necessity which there is at home for a child to earn wages; I believe that all of the training schools which we have the one where most attention has been given to teaching, and for by far the longest time, is the one where infant school teachers are trained, namely, the Home and Colonial Training School, in Gray's Inn Road; I believe that you would not find it exceedingly difficult to increase the number of schools, and to supply a very superior order of teachers to those which you have at present; I believe that that would be a very good work indeed.

4256. I presume that as bearing upon the various points which you started, namely, the impossibility, and in your opinion the undesirability of forcing children to remain at school after twelve years of age, and also the preservation of the information which they obtain between the ages of 8 and 12, and for every reason you would consider the preliminary of an infant school as almost absolutely necessary, would you not?—Yes, I should indeed—if you leave out the infant school you wreck my plan entirely—I think that the little children coming as soon as they are able to the infant school, having, of course, necessarily a very large amount of their time there devoted to play, but play under the eye of a judicious teacher where all unkindness is kept out, and all improper conversation, where the general tone of the thing under some young teacher is kept up to what it ought to be, where there are visits from the teacher to the children's homes to interest the parents in the school; where the gew-gaw about the dress is removed not violently, and because it is the law of the school, but removed after a little effort, gently, and you scarcely know why; where the personal appearance of the child begins to be improved by increased cleanliness of habits, and so on; all that is of immense good, and must as that child grows up tell upon his children with prodigiously increased effect, and from the age of, say, three, you will get children at school up to 10 or 11, and you may have them pretty regularly.

4257. (*Rev. W. C. Lake.*) Would you be in favour of leaving such children to what are called dame schools?—I have not the least objection to a female teacher, but what was ordinarily called a dame school was kept by a woman who could not teach, and who frequently could not read; who said, as it is mentioned in one of your old blue books, when the inspector stepped into the school, "Well, sir, them is the "Biblers, them is the Testamenters, and them is the a b abb-ers," and that was her philosophy of education. Of course I do not speak of such a school as that.

4258. Have you experienced enough of villages to say whether you would think that the general run of dame schools there would at all answer the purpose of such infant schools as you have described?—I am sure that they will not.

4259. Throughout the country there is an immense number of dame schools established, and the question arises whether they can be turned to any account?

4260. (*Chairman:*) Before answering Mr. Lake's question I will make an observation which is supplementary to it, namely, that although an infant school as a preliminary to the more advanced day school is perfectly easy in even small towns, it is a matter of very considerable difficulty in rural villages, where if you can obtain a school to educate children between the ages, say of eight and twelve, you do it with considerable difficulty; but to establish a second school in which you shall have children from two or three up to seven would of course be a double expense and a double difficulty?—I dare say that some difficulties would occur in that way from the buildings being so scattered, the infants not being able to come by themselves, but that is also a difficulty to which we are subject in towns; it is one of the difficulties it must be acknowledged. The only answer which I can conceive to it is this, that there is still an immense scope for a good deal to be done, and that because I do not at present see my way through every difficulty, I should not, therefore, be less anxious to take in hand the work which can be done.

4261. (*Rev. W. C. Lake.*) Are you aware that in some quarters objection has been taken to what I may call a systematic infant school; that though no doubt the children are better regimented and looked after there, they are not treated in such an easy parental way as they are in a dame school?—I think it likely enough that such an objection should have been raised, but it is untrue. The good infant school is eminently parental, the ordinary dame school not; but the difficulty with the dame school is, that when a woman has grown up to be turned 30, it is perfectly impossible as a rule to give her any light upon teaching.

4262. Undoubtedly, if she is grossly ignorant; but that ignorance, I think, you may trust to the general spread of education for diminishing?—Since the assistance of the Government has been given to schools, we may trust to that ignorance diminishing, else its existence before was something very astounding.

4263. There would be very great difficulty in substituting a regularly organized system of infant schools all over the country for the now existing dame schools, and therefore the question comes whether we can make enough of our present machinery by improvements so as not to render it necessary to overthrow it and supersede it by another?—You will do no good with the ordinary dame school. I come fresh to you from the study of such a case. I have already said that my school

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premises are unfavourably situated for an infant school. To cope with that I should be glad to ask Mr. Ellis' help for any of the dame schools surrounding us which seemed improvable. Last night a dame whose elder children are at my school called on me, and knowing her to be a worthy women, I engaged myself in the question now before us, "Here is a dame school, can it be improved?" I found the good dame rustic in speech, illiterate, and altogether new to school work. Both in the country and in town she has been assisting the income of home by her industry. Lately by a change in her husband's business her old occupation has vanished. She has opened and gathered a school. I talked to her of school management for infants, and of how it might be made subsidiary to the work of the elder schools. I offered to help her to a collection of objects and diagrams, and to admit her to school to observe teaching. With the greatest thankfulness towards me she declined. She evidently was perfectly afraid of attempting what you desire in the dames, and I let her go, feeling again how hopeless is the task of improving in advanced life the powers which were uncared for in childhood. Of course even in such a school children are better than they would be neglected in the street, but such a school is but a caricature of the infant school for which I am pleading.

4264. You mean that the great failure is in anything like developing the early intelligence?—Yes. Here is what I call a favourable case. What could I do for that woman to turn her school into a good one, because I would do it immediately.

4265. You think that the thing which would make these dame schools utterly hopeless is the perfect inability among the dames of awakening anything like infantile intelligence?—Yes; and their age renders anything like their culture hopeless work. If you take very young girls, you have some hope of instructing them; you cannot begin too soon with them; I am quite convinced of it.

4266. (*Rev. W. Rogers.*) They keep dame schools, in fact, when everything else has failed?—Yes.

4267. (*Chairman.*) I asked you whether we were not to gather from your evidence that an infant school was an essential element in the system which you advocated, and you replied that it was. I gather another point of your system to be, that as regards the mode of educating the youth of the labouring classes, you desire to begin, not by the usual mode, what I may call the mechanical mode, of teaching reading, writing, and arithmetic, with a view to the improvement of the intellectual capacity, but you rather reverse the method and wish to excite the intellectual capacity, and you trust to the reading, writing, and arithmetic as, I may almost say, following upon that development?—Exactly so, as a consequence of increasing intelligence,—the reading and writing especially. If arithmetic were a subject of examination, there are some things to be said about it, but I do not think that they bear much upon the question before us.

The witness withdrew.

Adjourned to to-morrow at 12 o'clock.

Monday, 17th December 1860.

PRESENT :

The Rev. WILLIAM CHARLES LAKE, M.A.
The Rev. WILLIAM ROGERS, M.A.
GOLDWIN SMITH, Esq., M.A.
NASSAU WILLIAM SENIOR, Esq., M.A.

NASSAU WILLIAM SENIOR, Esq., IN THE CHAIR.

Mr. WILLIAM TANNER IMESON, B.A., examined.

Mr. W. T. Imeson, B.A.

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4268. (*Chairman.*) Will you tell us your experience in education; how many years you have been employed?—I am now 47; I have been a teacher since I was 19. I have been a teacher from my earliest years.

4269. In what capacities?—As an usher in a first-class boarding school conducted by gentlemen educated at Eton and Oxford.

4270. Had you any gentlemen who had been at Eton, and who came to your school afterwards?—We had young men, Dean Vincent's son, Lady Munro's, and Lord Minto's nephews, and scholars of that description.

4271. (*Rev. W. C. Lake.*) Preparatory to Eton?—Yes; and to Cambridge. I had a grammar school of my own for 11 years.

4272. (*Chairman.*) Of what class of children?—The middle class.

4273. Have you had any experience in the education of women?—I had an adult class of governesses.

4274. How long have you been in the Central London District School?—Twelve years.

4275. Are the children all of the lowest class?—Yes.

4276. How many hours per week do you think it advisable to give school instruction to children between the ages of 7 and 12?—It somewhat depends, I think, upon the master and the method. As far as I am concerned, I would give them all the instruction that was sufficient in three hours a day; but I think that, taking it as a rule, we could not depend upon the skill or the understanding of teachers generally, and I have stated four. It takes a long time for a teacher to get a thorough understanding of his work.

4277. Which would keep up the attention best, a good master or an inferior master?—A good master.

4278. For how many hours do you think that a good master could keep up the attention?—Judging for myself, I think I could say four during the day, certainly; 2½ hours in the morning, and 1½ in the afternoon. I might do more than that, but I attach little value to it.

4279. Do you think that the limit?—Yes; I might say more, or I might say less. I should take that as the average.

4280. How would it be affected by the age of the pupils; I have mentioned the extremes, 7 and 12. I consider up to seven as an infant school?—A great deal depends upon circumstances. I have made a table, in which the teacher is to take various subjects, according to circumstances, because there are observing faculties, reflecting faculties, and the conscience which the master has to deal with; so that the mode would be different according to circumstances. I think that no plan other than suggestive could be followed by a teacher.

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4281. Still he is forced to settle a plan, because he has regular classes?—Yes, an educational code would be very serviceable if it was made by an educated and experienced man; and if the master was allowed to deviate from it according to his own judgment as an educated man, I should say that he might do very much.

4282. How many classes have you in your school?—I have now 10.

4283. What class do you especially teach?—I come in personal contact with them all, but the first class especially.

4284. What is the age of the children in that class generally?—The average age was 11½ when I took it last.

4285. How many are there?—The division in our school is according to labour rather than a division according to merit. I take about 54 in the class, varying slightly, according to circumstances.

4286. Those 54 are the best educated boys of their age?—Yes.

4287. How much school instruction do you think it advisable to give to those 54 boys in the week?—I give them now what I think would be sufficient for them; in fact, I give them more than I think is sufficient for them, under other circumstances.

4288. How much do you think would be advisable, supposing you were absolute master?—I should like to say four hours a day.

4289. You think that that would be as much as would be advisable?—Yes, if I could do everythiug in all respects as I please.

4290. Then as to children between 9 and 10; how many hours would you give them?—I should vary the instruction. I would give them the same hours all the way through, but I should vary my subjects, making a lesson serve as a recreation sometimes, although I think it may sometimes do mischief to make lessons too recreative. I would give them something presented to the eye as much as possible, as a basis of suggestion, and that should be also a basis of reproduction. Reproduction is a most important thing in education, which is not sufficiently attended to because it involves so many exercises.

4291. By reproduction, I suppose you mean that after the lesson is over they should repeat the substance of it to you?—More than that. I would have little manuals in lithography, which they should copy, containing a few principles. They should be constantly explained with little diagrams, which they should be expected to draw, and they should reproduce them constantly. The eye should be educated. I think that we teach spelling better by the eye than by the ear, although I have a method now which is completely phonic; I have been some years upon it.

4292. What is the comparison between the power of attention of children of different classes; you have had experience of all classes?—Yes; I do not know how far there may be a greater spirit of emulation among the middle-class children, or whether there may be a greater pressure behind which may lead them to exert themselves more, but I have generally found it there chiefly.

4293. More than in the higher classes?—Yes; generally speaking. I have found occasional exceptions, but the higher class seem to feel the pressure less until a certain age.

4294. What age?—17 or 18.

4295. Do you find the powers of attention greater among the middle class than among the higher class?—No; I do not think that. I think that it very much depends upon the teacher, and on surrounding circumstances.

4296. I am principally on the subject of the number of hours' attention. I do not wish to go into any other subject. As to the power of attention, do you find any difference between the middle class and the higher class?—No; I think not, absolutely.

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4297. Do you find any difference between the middle class and the lower class ?—The *physique* of the class with which I now have to do is very low indeed. To instruct them is like ploughing in clay. There is very great difficulty indeed; but here and there there is an exception. I find that even the advanced pupil-teachers, when they are scrofulous or diseased, seem suddenly to fall off, at 18, 19, or 20, and become quite mediocre.

4298. As if they were exhausted ?—Yes.

4299. (*Rev. W. C. Lake.*) Where are your pupils chiefly drawn from ?—They are drawn from the very lowest class.

4300. In what locality ?—The City of London, West London, East London, St. Saviour's, and St. Martin's.

4301. (*Rev. W. Rogers.*) They are paupers, in fact ?—Yes.

4302. (*Chairman.*) For how long can a child between 7 and 10 of that class attend ?—I think I should say four hours.

4303. (*Rev. W. C. Lake.*) You have a strong opinion that they cannot attend more than four hours ?—Yes ; I think that we do harm by pressing them with more, day after day.

4304. Have you seen instances in which you think harm has arisen from giving more than four hours ?—I cannot at once detail them ; but I have them in my mind.

4305. Upon what do you ground your opinion that more than four hours is injurious ?—Upon the weariness and the results being less readily produced, reproduction and other things.

4306. In what instances have you seen that weariness and those bad effects produced ?—I have seen them occasionally in boys where the teacher has had to renew his exertions and present the matter in another form to produce the result, where in other cases I am quite sure, from my experience, that I should not have had the difficulty to contend with.

4307. Have you had experience in schools where the teaching has been for five, six, or seven hours in a day ; the usual class of schools ? Yes ; and more.

4308. And you ground your opinion of that amount of time being too much upon the fact that in those schools you have seen it to be injurious ?—Yes.

4309. In what way do you think that it operates ; is it that the last hours in the day are thrown away ?—There is a general disinclination to mental pursuits, a distaste for study, whereas the pupils should come with a willing mind ; there is a general disinclination to pursue any subject of the kind.

4310. Do you mean that seven hours study pursued continually from day to day altogether disgusts boys with intellectual pursuits ?—Yes.

4311. Two hours and a half in the morning and one hour and a half in the afternoon is as much as you think advisable ?—Yes.

4312. Is that the amount of time which you give at your school ?—No ; we give more. It is from 9 o'clock till 12 now, and from 2 till half-past 4.

4313. Then you probably see at the school in which you are now working the ill effects of too many hours study ?—Yes, as six hours a day, but not as 18 hours a week.

4314. Have you been in any school where the teaching has been for four hours, and where you have seen the good effects of that ?—No ; I can only judge from the effects which I see, that it would be better to diminish the strain upon the pupils, and not give too much at a time.

4315. Then your experience is not so much of the good effects of four hours as of the bad effects of five hours and upwards ?—Yes ;

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except so far as my own family are concerned. I have a family of five, and I have experimented with them, and they have reached a very high degree indeed, by dividing lessons in a way in which you would think that you could hardly raise the amount of information which they have.

4316. Will you tell us the plan you adopt with your own family, as you quote that instance; for how long a time together you work them at any given period, and what breaks you have in the course of the day, and so on?—This is only by half-hours' instruction, which I can give them during the day, and occasionally. For instance, I give them Arnold's Exercises. I give them, perhaps, for one half hour only, certain sentences from Arnold's Latin and Greek composition; and I cause them to understand thoroughly every step as we proceed.

4317. I want rather to ascertain the time than the actual exercises.—I cannot give them three hours, I have not time to do it; I do not give them more than two hours a day at intervals.

4318. (*Rev. W. Rogers.*) Are they working in the interval?—They prepare a certain portion, but not in the usual way.

4319. They are at study all the time?—No; for very little time.

4320. (*Rev. W. C. Lake.*) For how many hours do you suppose they are at study?—Not more than four.

4321. (*Chairman.*) Your school is an alternate day school?—It is.

4322. How many hours in the week do you give in the school?—They have 18 hours a week.

4323. How are they distributed?—On every alternate day they are in school for six hours; the classes alternate.

4324. Are they in school for six hours on Saturday, or is that a half-holiday?—That is a half-holiday.

4325. Then they do not get 18 hours in the week?—Yes, for we have a singing-class in the evening at which there is an hour's instruction, which makes up the time, so that it does amount to that.

4326. Then they have six hours every other day?—Yes.

4327. Do you think that that six hours is too much?—I think the intellectual instruction would be better if the six hours could be taken by three hours every day, instead of six hours on alternate days, but the industrial work is decidedly better for being practised on whole days, instead of half days. It fits boys such as we have for the business of life. But I think six hours' intellectual work in a day, when preceded and followed by a labour day, is not too great a strain on the mind, though it may be in some degree inferior to the plan of three hours every day.

4328. That would be only 12 hours in the week?—There is a difficulty there in connexion with alternate day schools, I admit.

4329. Do you think that you could give them a knowledge of reading, writing, and arithmetic in 12 hours a week for three years?—I think that I should not like to say 12 hours.

4330. I wish very much for your opinion as to the comparative advantages of alternate days and daily instruction?—I think that it depends upon the nature of the labour; if they are not worked too hard, I think that three hours' instruction, and then some physical exercise, is better for them than taking the whole day through in mental labour, and then on the next day requiring only physical labour.

4331. But I believe that in all London half-time schools the practice is that of alternate days?—Not in all I think.

4332. (*Rev. W. Rogers.*) When you say four hours a day, or as you say in your evidence, two hours and a half in the morning and one hour and a half in the afternoon, do you mean that they should be at work all the time?—At work, with the teacher.

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4333. But in very few schools are they at work two hours and a half in the morning and an hour and a half in the afternoon. Supposing they were at work for those hours, the number of hours would be very much increased, because in no school are they ever actually at work above two hours and a half. The present hours of schooling are not too many considering what a quantity of time is wasted in taking the registers, and in children going out for 10 minutes where there is a playground, and so on, so that the actual amount of intellectual work is not really much more than an hour and a half in the morning ?—I mean intellectual work—I mean hard work—being kept at it.

4334. Then according to what you say, supposing two and a half hours should be given to the children in the morning and one hour and a half in the afternoon of actual mental work, the hours should be rather increased than diminished. The hours now in most schools are two hours and a half in the morning and one hour and a half in the afternoon, that is about the time generally in the schools all over the country, that takes in the time which is occupied in marching about and drilling, and taking the registers, and changing the classes, which takes at least half an hour if not 40 minutes of the school time ?—Yes, but in such things one teacher finds hindrances, another relief.

4335. Therefore, supposing that the children could receive two hours and a half actual mental work in the morning and one hour and a half in the afternoon, the hours instead of being diminished should be increased ?—I think you will find that there are three hours in the morning generally in schools, and two and a half in the afternoon. Your description of school hours seems to me to give a large amount of unnecessary waste of time.

4336. Generally speaking I think in the schools in London the time for opening is nominally nine, but nothing begins till half-past ; they begin to sing the grace, and to dismiss at a quarter to 12 ; and then in the afternoon, nominally they begin at two, but really not till half-past, and they are dismissed at four ?—Very much depends upon the teachers; a class should not be occupied more than two minutes in changing at any time ; everything ought to be ready at once ; they should change with rapidity, and every class be at work again.

4337. In most schools where there is any playground, they go out for five or 10 minutes ?—Yes ; we let them go out for a quarter of an hour.

4338. Have you any experience of parochial schools ?—No.

4339. (*Rev. W. C. Lake.*) Have you any experience of half-time schools ?—No.

4340. (*Chairman.*) You call yours a half-time school, I suppose ?—Yes, but not in the general acceptation of the term.

4341. You think that a half-time school where it is practicable is on the whole better ?—Yes.

4342. Supposing that you gave every day the instruction for six hours which you now give every alternate day, so as to have 36 hours in the week instead of 18, what do you suppose would be the effect upon the scholars ?—I think that it would be injurious.

4343. To their mental proficiency ?—Yes. I should make some of the lessons a kind of recreation to them to refresh them.

4344. (*Rev. W. Rogers.*) What do you mean by a recreation lesson ?—Drawing is a kind of recreation ; there is mental application, but still there is no strain upon the powers.

4345. (*Chairman.*) And music ?—Yes.

4346. (*Mr. G. Smith.*) And writing, I suppose, to a certain extent ?—Yes ; I should strive to make writing subservient to the reproduction of lessons.

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4347. (*Chairman.*) But have you distinct writing lessons?—For some classes. The first line should be a sort of specimen copy for imitation; but the great object should be an exercise in which there is composition, punctuation, and exercise in writing as well as information.

4348. Out of the six hours which you give on alternate days, what portion of time is employed in changing places or recreation, or going out—how much of those six hours can be taken as not involving any mental effort?—There is a break in the morning of a quarter of an hour, which includes the going out and coming in, and by that we prevent their moving from their places any time during class. There is a quarter of an hour in the morning and a quarter of an hour in the afternoon. The change of lessons in class from the time they enter till the time they go out ought not to occupy 10 minutes altogether.

4349. (*Rev. W. Rogers.*) It ought not to do so, but it does practically occupy a great deal more?—It does not in my school, when I am with a class.

4350. (*Chairman.*) In your school they work for six hours, out of which three quarters of an hour is to be taken as employed in other things which do not involve any head-work?—Yes.

4351. So that you have five hours and a quarter of mental work?—Yes.

4352. If you were absolute master, how much do you think that it would be advisable to have instead of five hours and a quarter?—In a school of that kind I should have four hours' close work independent of everything else.

4353. In order to have four hours' close work, how many hours must you have of school attendance?—Five hours would do.

4354. That would be five hours on alternate days; but supposing that instead of the school being open on alternate days, it was open every day, how many hours would you have of close attention?—I would say three hours.

4355. How many hours would the pupils be in attendance in order to give three hours close attention?—About three hours and a half would be ample.

4356. Would you extend that to children of the higher classes?—Yes.

4357. Would you give them anything to do in the intervals, or would that three hours be the whole time employed in work?—That would depend entirely upon circumstances; they ought to have something to do.

4358. For how long?—That is a question which I can hardly answer at the moment, because I have not had any particular opportunity of forming an opinion upon the matter so as to speak exactly. You are speaking with respect to home lessons?

4359. Yes.—There are a great many things connected with that which I think are wrong. A peculiar kind of lesson is needed to take home, and then the amount of time would be another consideration. In some cases it would scarcely be worth while for them to have home lessons.

4360. I am supposing a boarding school of the higher classes; how many hours would you have them in school?—My view would be so different under different circumstances that in some points I may appear to say contradictory things. I would take a class out into the field and I would teach them practically. I would teach them how to measure, and give them physical exercise while I was exercising their minds. I would take them out into the field and show them a variety of things which would call for mental labour, and yet involve an

amount of physical exercise which would be real education. That might all be apart from the attention indoors in school—close attention in a room.

4361. In some schools they learn their lessons out of school and then they come into school to say them?—Yes.

4362. What do you think of that system?—I do not like anything learnt by heart, except that which has been carefully taught.

4363. The exercise and the composition is done and the lessons are prepared?—Yes; but then the exercises need only be read up after the teacher's explanation. Whatever the pupils learn should be with the teacher's instrumentality, and their chief work should be reproducing until they can go alone, as it were. I always get my pupil-teachers to do that; they go alone by means of abstracts and in other ways, and they generally take a good position. One took the fifth place last year out of 550 candidates for Queen's scholarships.

4364. How many hours do you suppose that the pupil-teachers are occupied?—The pupil-teachers are employed the whole of the time in teaching, or learning something.

4365. How many hours mental work do you exact from a pupil-teacher, or does a pupil-teacher exact from himself?—Perhaps about four hours.

4366. Is that the whole of the pupil-teacher's time which is employed in working?—Yes, actual work with the class.

4367. I refer to actual mental effort?—He is taught by me afterwards; there is an hour and a half's lesson. I take the class and he will stand beside me and see how I do the thing. It is a mental effort, and yet it is not actual teaching on his part.

4368. How much time is he employed; how much leisure has he?—He has about five hours' work altogether, with my teaching and his teaching; with other additional exercises and duties, he has little leisure.

4369. On alternate days?—Every day; the pupil-teacher works with ourselves.

4370. Do you work every day?—Every day till six o'clock.

4371. In one class one day and in another class another?—Yes.

4372. (*Rev. W. C. Lake.*) You said that you had 54 in a class; do you not consider that too many?—Yes; but half of that number are in, and half out.

4373. What do you consider the proper number that a master can teach effectively in a class?—That would depend upon the lesson. Many lessons may be taught well collectively to a large number—60; but for a reading lesson, for instance, the class should never exceed 30.

4374. (*Chairman.*) You seldom have more than 26 or 27 before you at once?—Just so.

4375. (*Mr. G. Smith.*) I suppose that the two best hours are the first two in the morning, are they not?—Yes.

4376. Supposing that a child under certain circumstances was taught for two hours every morning, and was then left for the rest of the day to work or to help its parents at home, would it lose much in the way of instruction?—No, such instruction might be very serviceable to a child; it might be advanced in a few years exceedingly, even with two hours.

4377. (*Chairman.*) But you would prefer three?—Yes.

4378. (*Mr. G. Smith.*) Three consecutive hours is rather too much, is it not?—Yes.

4379. Which do you consider the hardest head work, reading or arithmetic?—Arithmetic.

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4380. And the next would be reading ?—Yes.

4381. (*Chairman.*) That depends upon the age, does it not ?—To follow the steps in arithmetic and arrive at conclusions there is an amount of effort needed in arithmetic more than in anything else.

4382. Suppose that a child has been at an infant school and has afterwards been at a good public school, and has remained there till the age of 10, he then reads without any trouble, I suppose ?—Yes.

4383. Has he to undergo after the age of 10 any reading lessons ?—Reading should be maintained all the way through, and the subjects explained.

4384. (*Rev. W. Rogers.*) You question them of course upon what they have read ?—Yes, there is a thorough questioning upon what they read.

4385. And that causes a mental effort ?—Yes.

4386. (*Mr. G. Smith.*) Could you easily add to the two hours work a little repetition, the lesson being learnt over-night at home and said in the morning ?—Yes, where there is an interval of time a lesson of that sort would be serviceable ; in that way it might be introduced. It would depend upon the way in which it was managed.

4387. (*Rev. W. Rogers.*) You have said that in six hours' schooling you must deduct three-quarters of an hour ; that leaves it at five hours and a quarter of what you call mental work ; but in that you do not include drawing or music, I think, do you ?—I do not include music, but drawing I make to go along with the writing. Of course I refer to the education of the poor, where there is a small diagram and something in outline illustrating that which they read about.

4388. In order to get what you want, namely, four hours' mental work, and writing and music, you ought to have six hours' schooling in the day ?—I think that I have put in the table before you just my idea, and I have pretty well balanced the lessons there.

4389. That gives how many hours ?—Four hours throughout the day, and during the time I have paid more attention to some lessons than to others, as they go on from year to year, according to that four hours' table.

4390. What recreation do you give in that table ?—There are subjects there with the amount of attention which should be given to them in any system of instruction covering four hours. The table is arranged for four hours' instruction ; you may extend it to five hours or diminish it to three. I have not put in there the recreation ; it was a common basis ; it was not a school plan.

4391. (*Chairman.*) Then you give us this table as a part of your evidence to-day ?—Yes ; there are many points there explained which I have given in my evidence to-day.

4392. (*Rev. W. Rogers.*) Of course there is an immense difference between children being occupied in some systematised work and allowing children to go away in the afternoon to do just what they like ?—Yes.

4393. You would not think that a half-time system, the children being allowed to go away and to run about just as they liked, would be so good as their being in the school ?—Five hours in school is better than that.

4394. What then do you mean by a half-time day ?—Three hours daily, or six hours on alternate days.

4395. You do not advocate the half-time day ; you advocate the alternate days ?—Not alternate days as the rule, though, as I before stated, the plan has its advantages in an *industrial* school. That table of mine which you have before you is a basis for time-tables.

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4396. As a man of experience I ask you whether there is not an immense difference between children being employed upon some systematised work and their merely going and getting what work they like, so far as the effect upon the children is concerned?—Yes, very great.

4397. (*Chairman.*) Supposing a child is in school from 9 to 12, and afterwards employed as an errand boy or anything of that kind for the remainder of the day, do you see any objection to that?—Not at all.

4398. (*Rev. W. Rogers.*) If he has *boná fide* employment?—Yes; not to run out in the streets; that would upset everything.

4399. (*Chairman.*) Supposing a child to have been fairly instructed in an infant school up to the age of seven, do you think that you might enable him to read, write, and cipher fairly, sufficiently for ordinary purposes, by three hours a day instruction for three years, the rest of his time being spent at work?—It might be done in three; I could do it.

4400. Might it be done in two?—I think not. I must make allowance for capabilities.

4401. But you do not think that the additional hour and a half would be mischievous to him?—No.

4402. There is a good deal of evidence to say that three hours a day is the limit of profitable attendance, and that the attendance of the children beyond the three hours a day is mischievous?—I have said two hours and a half in the morning and one hour and a half in the afternoon, where there is no industrial employment for the child.

4403. Beyond that you think that it would be mischievous?—There are many things to be weighed. You might extend it in some cases. I have stated four hours as the limit of profitable attendance.

4404. But as a general rule you would not advise making it five?—No; when I say three hours, I do not arrogate to myself any peculiar excellence. I merely mean to say that I feel so great an interest as a teacher in my work, that I could in the three hours do what is required.

The witness withdrew.

Mr. A. Mosely.

Mr. Alfred Mosely examined.

4405. (*Chairman.*) Will you have the kindness to tell us what has been your experience as a schoolmaster?—Nearly 13 years, I have been master of the Stepney Union Industrial School, and I have found that the most successful system of education is that of five hours on alternate days, that is one day the boys and girls should be industrially employed, and the next day they should attend school for five hours, not more. Formerly it was six hours, but I found that the children's intellects in the afternoon were so jaded, that we could not keep up their attention; and the time was completely wasted. It was then suggested to the board of guardians that we should reduce the school-hours one hour daily; that was to have five hours, so that every child is now getting five hours school every alternate day.

4406. That is 15 hours in the week?—Fifteen hours in the week.

4407. Is there any time employed by them in mental work when not at school, besides these five hours?—Nothing more than that which they choose to do themselves, that is, to have any books from the library to read.

4408. That is voluntary?—Yes.

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4409. Are there no lessons or exercises?—There are no lessons or exercises whatever.

4410. (*Rev. W. C. Lake.*) What do they do on the other days?—Tailoring and various other industrial occupations; everything to fit them, in fact, for the vocations in life which they may be called upon to fulfil afterwards. Then I ought to mention that in consequence of the introduction of instrumental music, as a branch of industrial occupation, these boys get three hours' schooling each day, and two hours' instrumental music practice, but that instrumental music is an industrial occupation, because those boys after, on the average, of four months' training, enter the bands of Her Majesty's Army.

4411. At what age do they generally leave you?—From 13 to 14.

4412. Is that the fixed age?—No; some of them leave us, when they go to sea, at 13, and some leave at 12.

4413. Have you a large class of that kind?—Very large; We have a mast, and the boys are regularly trained and drilled for the purpose of qualifying them for sea service; and the demand is very great for those boys, so great that we are frequently obliged to let them go at 12½ and 13 years of age.

4414. Have you a strong opinion that five hours on alternate days will turn out a boy a cleverer fellow, at the age of 13, than if he had had four hours on every day of the week?—I am rather an advocate for four hours; if I could get four hours, from nine to one, I should not object to that at all.

4415. Would you take your hours in one spell in that way?—Yes; and I would a break in the morning for about a quarter of an hour or 20 minutes.

4416. What would you do with those boys in the afternoon?—I would give them some industrial occupation, music, or drill, or gymnastic exercises; anything of that kind; anything in fact different to mental application.

4417. But you would not give them tailoring work or anything of that kind in the afternoon; that I suppose would be too much of a strain combined with the intellectual occupation?—I would give them tailoring work in the afternoon.

4418. (*Chairman.*) Is there any strain in tailoring?—None.

4419. (*Rev. W. C. Lake.*) In anything that does not amuse or please a boy is not there more or less strain?—But no boy would belong to the tailoring class unless he had a desire for it. Every boy has his own choice provided he has the necessary qualifications.

4420. If you have four hours in the morning is that consistent with giving them real work in the afternoon; if you have four hours in the morning you may have such things as drill in the afternoon, but is that four hours in the morning consistent with giving them anything that you can call bodily hard work in the afternoon?—I should say only field labour, which we have not an opportunity of testing, but three hours in the morning and any bodily work in the afternoon.

4421. Probably you do not think that it would do to put these boys to intellectual work in the morning and then in close rooms to anything like sedentary occupations in the afternoon?—Not for more than two hours. I should not have the least objection to two hours, from two o'clock to four o'clock, but I should not like the four hours in the morning, provided those boys went to any sedentary occupation in the afternoon. I should prefer three hours in the morning, but not four. I should think four too great a strain at one time if they had to go to any sedentary occupation in the afternoon.

4422. (*Mr. G. Smith.*) Of course a child's powers of work increase materially between the ages of six and 12?—Materially.

4423. (*Rev. W. C. Lake.*) What you would most wish, then, would be four hours in the morning and two hours of drill or some bodily exercise in the afternoon?—Yes, something of that kind.

4424. (*Chairman.*) Would you prefer four hours to three?—No, I should prefer three to four, if the boys are industrially employed in the afternoon.

4425. (*Rev. W. Rogers.*) Deducting the time for recreation?—I should merely give 10 minutes for recreation; that would be at the end of the second hour.

4426. (*Chairman.*) Do you say three hours including that 10 minutes, or excluding that 10 minutes?—Three hours, including that 10 minutes.

4427. What period of time out of those three hours would be actually devoted to mental labour, and how much to calling the roll, and changing the lessons, and so on?—I should devote the first half-hour to something which required great mental application, such as arithmetic or grammar, the calling of the roll for each class would not occupy more than two minutes. I should not take more than a quarter of an hour out of the three hours in the morning for the whole of the work of that kind to be done.

4428. And would you take another quarter of an hour for recreation?—No, it would include that 10 minutes for recreation, and the rest of the quarter of an hour in changing the lessons and calling the roll. By each class having the roll called at one time, it could be all done in five minutes.

4429. Would the drill be necessary to enable you to manage the changes so quickly in the morning?—It would most materially assist us.

4430. (*Rev. W. Rogers.*) In your schools you can command the attendance of the children, and they are regular in their attendance?—They are regular in their attendance, except through illness.

4431. It is very different from a parochial school, where the children do not come to time and they are irregular in their attendance?—Quite so. We have the children entirely resident with us.

4432. (*Chairman.*) What sort of children are they when they come to you?—Generally they know nothing; they are more like blocks of wood or stone than anything else. I have not at this moment the statistics by me, but I can only represent that out of about 140 admissions during the past year I have had but three who knew anything whatever, and the average age of those admissions I think is 12 years.

4433. A very large majority of your children come to you at the age of about 10 to 11 absolutely ignorant?—Absolutely ignorant, with no knowledge whatever.

4434. (*Rev. W. Rogers.*) Have they never been to infant schools?—No, I find one thing gradually growing now, and that is that some few have attended a ragged school in the evening.

4435. (*Rev. W. C. Lake.*) That makes some difference because your children are not so susceptible of anything like mental attention as others are, I suppose?—I do not know that; I think that I could keep it up with them for three or four hours, and make them quite as susceptible of mental attention and quite as quick as other children in the course of time; but it is a very gradual process, the intellect must be gradually developed.

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4436. They are hardly able to give so much mental attention as other poor children who are regularly trained?—No, certainly not, unless they have been to an infant school.

4437. Therefore this system of three hours, which you think the best for them, is peculiarly applicable to them?—Peculiarly so.

4438. It does not follow that it would be the best necessarily for children who had been under some intellectual training from their earliest days?—No; I have had a National school, and my hours of attendance were there six hours daily, but I never found that I could do any good with the children over one hour and a half in the afternoon at close mental application.

4439. What would be your beau-ideal of the time which is fitted for a National school?—Four hours in the morning.

4440. And anything in the afternoon?—Nothing but drilling, or music, or something of that kind, except for the elder boys.

4441. Then I understand you to say that in workhouse schools three hours in the morning and something of drill in the afternoon would be your theory of school time?—Yes.

4442. In National schools it would be four hours in the morning and the same kind of drill in the afternoon?—Yes, together with what I have before stated.

4443. (*Mr. G. Smith.*) Towards the end of those four hours would the power of attention fall off?—It would do so.

4444. The first two hours would be much better than the last two?—Yes.

4445. (*Rev. W. C. Lake.*) Having that in view, would you not think it possible that in a National school two hours and a half in the morning and one hour and a half in the afternoon of head-work would answer better than four hours at a spell?—I have found that the afternoon is always a very bad time to teach children. I think that probably you might keep up the interest of the children without flagging for one hour in the afternoon, but I do not think that you could keep it up for more than one hour and a half after dinner. If you make it one hour and a half after dinner, I think you must then have an interval of at least 10 minutes.

4446. Is that because village children have such a remarkably good dinner that its digestion interferes with the exercise of their mental powers, or why?—I do not know.

4447. (*Rev. W. Rogers.*) Do you not think that very much is to be attributed to the fact of the master himself dining at one o'clock?—I do not know. I believe that the master can keep up the school, but the amount of energy required is such that his physical strength will soon fail under it. I believe it is possible to keep it up.

4448. (*Rev. W. C. Lake.*) You do not think then that it would take more out of the master to give four hours of real work in the morning?—No, nor so much.

4449. (*Chairman.*) Would you prefer for a village school three hours in the morning or four hours?—For a village school, four hours, and one hour and a half in the afternoon for drill and some other occupation.

4450. (*Rev. W. C. Lake.*) In whose hands would you place the drill in a village school?—A drill serjeant.

4451. But you are there introducing a considerable element of expense?—Quite so; but I apprehend that a drill-serjeant might, in the first instance, instruct the pupil-teachers, and I would afterwards place it in

the hands of the pupil-teachers in the afternoon, because I think that the pupil-teachers would exercise a great influence over their children, and a very wholesome influence.

4452. (*Rev. W. Rogers.*) Have you any experience of parochial schools ?—Yes.

4453. What is your experience of parochial schools ?—Prior to my entering upon my present position I had the charge of a country National school for six months, and during that period I had six hours a day, and I then found that two hours of the day were completely waste time.

4454. Is that the only experience that you have had ?—Yes.

4455. Then, perhaps, you will be hardly able to answer my question, namely, whether if such a system were introduced of the children coming for three or four hours in the morning for mental work, and if in the afternoon you introduced drill, that would be popular, whether the parents would like it ?—I can hardly answer that question, not having had sufficient experience ; but my impression is, that drill would be very popular with parents. I think that anything tending to give the children a good deportment would be popular with the parents.

4456. But you have no experience in that respect ?—No ; it is my opinion, and from conversation with other teachers.

4457. (*Rev. W. C. Lake.*) With other village teachers, or only town teachers ?—With village and town teachers.

4458. You have told us how much head-work you think would be good for the scholars generally. Will you tell us how much head-work you think would be good for pupil-teachers. In the first place, how much are they worked now ?—In my own school, from nine in the morning till 12, and from two till four, and one hour and a half a day before breakfast ; they are from nine to 12, and from two to four, teaching in the school.

4459. Then their work is six hours and a half a day ?—Yes.

4460. And rather hard work ?—Yes, that is long enough.

4461. (*Chairman.*) Which are you speaking of, male or female ?—Male.

4462. (*Rev. W. C. Lake.*) What bad effects have you seen result from it ?—I have seen the pupil-teacher weakly, and I have seen him very debilitated, brought on by close application to his work.

4463. Have you seen that in the case both of males and of females ?—Not in the case of females ; I have seen it in the case of males. I have one pupil-teacher in that position at the present moment.

4464. From what cause have you not seen it in the case of females ?—That in our school we have had only two female teachers in the last five years, but we have had seven males.

4465. What amount of work would you give to the pupil-teacher ?—Four hours in the morning and one hour and a half teaching myself, and I would then give him an opportunity of having one hour's private study of the lessons which had been given him during the day.

4466. Four hours you think is the maximum that the pupil-teachers ought to be occupied in school ?—Quite so.

4467. Perhaps you would think it a matter of secondary importance as to how those four hours were distributed, whether they should be in the morning, or any portion of them in the afternoon ?—In the morning.

4468. Do you attach any great importance to the pupil-teachers having no mental work whatever after dinner ?—I do.

4469. Then, as to mental work, you would make a great break between one o'clock and six or seven ?—Between one o'clock and five.

4470. During that time, how would you employ your pupil-teachers ?

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—I would give them music to learn, or some drill, or let them be drilling the boys in the school. If you will allow me, I will tell you what has been my experience in regard to my own school as to sustaining attention to lessons. I have found that I can sustain the attention for three hours in the morning better than I can sustain the attention for even one hour in the afternoon; and as an experiment, I have ceased to keep on the school in the afternoon, and have had the boys drilled. I have had them taught music. I have sent them to the gymnasium, and superintended them myself; and I have sent them up the mast. I have varied their amusements in different ways. Then in the evening, I have had them for an hour and a half in school, and I have found that the attention in the evening could be sustained for an hour and a half better than I could sustain it for half an hour after dinner.

4471. (*Chairman.*) By the "evening," what time do you mean?—After six o'clock.

4472. Yours is a system of alternate days, is it not?—Yes.

4473. Supposing that, instead of the children being in school five hours every other day, they were in school five hours every day, what would be the effect of that?—If you had two hours in the morning, I believe that it would produce an excellent effect. I would divide the time by giving three hours in the morning and two hours in the evening, but the children should not be idle from two till four; from two till four they should be drilled or have some amusement, and from four to six they should have their recreation and their tea; and from six till eight I would have them in school; and I am persuaded that I could sustain their attention better from six to eight than from two to four.

4474. At present they have only 15 hours a week of mental exercise?—Yes.

4475. Although that may not be so much as you could wish, do you think it enough?—I think it quite enough. Our young children go to school at nine in the morning. Those are infants from four to seven years of age; and also my little boys from seven to nine years of age go to school at that time. The infants of from four to seven have a break three times in the morning, 10 minutes in each hour, and the little boys have a break for a quarter of an hour at the end of an hour and a-half.

4476. (*Rev. W. C. Lake.*) You would say that in the case of children who have been under some training from their earliest years more than three hours a day might be profitably spent?—Quite so.

4477. Then three hours a day becomes your limit only for children caught late?—Quite so; I believe that children who have been to good infant schools you might well employ for four hours daily.

4478. That is your limit?—Yes.

4479. (*Rev. W. Rogers.*) You mean that they might be employed for four hours mentally?—Yes; I would not attempt to employ a child of 9 to 11 years of age who had not been to an infant school or a good school, more than four hours daily.

4480. (*Rev. W. C. Lake.*) And besides the four hours daily you think that they would be capable of two hours of almost any other kind of employment?—Yes; and if the employment in the afternoon had something of a physical character even an hour or an hour and a half in the evening might be most profitably spent with the children in mental instruction.

4481. That evening work is only of course applicable to peculiar cases, such as workhouse children?—Yes.

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4482. (*Mr. G. Smith.*) It has been stated that in the case of children who are wanted at home all day much good might be done by two hours instruction early in the morning. Do you agree with that statement?—I do; the earlier the work is commenced in the morning the brighter and keener are the intellects of the children.

4483. (*Chairman.*) Suppose that a child has been in an infant school up to the age of seven, and that from seven to 10 he attends two hours every morning, do you think that at the end of three years he would be able to read and write and cipher tolerably?—I do; he would be able to read and write and cipher fairly.

4484. With two hours a day?—Yes.

4485. Say from the age of 9 to 12?—Yes.

4486. (*Mr. G. Smith.*) That is two early hours?—Yes; I believe that he could be taught fairly to read and write and cipher. I do not say that he would be a good arithmetician, but he would understand the four compound rules of arithmetic.

4487. (*Chairman.*) And he would understand the principles?—Quite so.

4488. (*Rev. W. Rogers.*) You have stated what you think should be the number of hours of mental work for children and for pupil-teachers; what do you think that a master could do?—A master might very well devote four hours in the morning and two hours in the evening, besides giving supervision to the drilling in the afternoon.

4489. He could not teach his pupil-teachers besides that?—No; I speak of the two hours in the evening for teaching his pupil-teachers.

4490. What amount of actual mental work do you say that a man can do?—Four hours in the morning, and then superintending the drill in the afternoon.

4491. And an hour and a half in the evening?—Yes.

4492. That is five hours and a half of actual mental work?—Yes.

4493. (*Chairman.*) You yourself give six hours and a half, do you not?—I do; and I very frequently find myself very jaded.

4494. (*Rev. W. Rogers.*) Everybody does that, if you sit in an office all day you are jaded?—Yes; but there is no work so hard, I believe, as that of a teacher, provided he discharges his duty faithfully while in the school. I believe that there is no employment requiring so great an amount of mental effort as that of a teacher. There is a constant drain upon his intellect the whole time, and I believe that he would feel the first four hours less than two hours in the afternoon.

4495. (*Rev. W. C. Lake.*) What do you mean by "a drain upon his intellect?"—There is constantly a supervision of numerous things while teaching a class. He must have his sympathies with the children, as well as an interest in the lesson to keep up the attention of them. He is constantly imparting knowledge to the children, and sympathizing with them.

4496. That is the case of course in a very interesting school, but take the case of an uninteresting school, do you think that there would be a drain upon the master?—I should say that in that case the school and the master would be alike uninteresting.

4497. (*Rev. W. Rogers.*) You think any school interesting?—Yes.

4498. (*Chairman.*) Your materials are as uninteresting as can be?—Yes.

4499. You cannot have worse materials to mould than yours?—No.

4500. (*Rev. W. Rogers.*) You have mentioned a great deal about drill; was the drill your own idea or was it suggested to you?—The drill has been in use with us for 18 years.

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4501. (*Chairman.*) Do you attach great importance to it?—Yes, and I will tell you why. Once during the past 13 years we were without a drill instructor. The drill instructor is the person who takes charge of the boys during their play hours, or the hours of recreation, and he instructs them in drill also. We were once without that person, and all the smartness of the boys entirely went; they were slovenly in their dress; there was no neatness or pride in themselves in any way whatever. Now with children of the class which I have had to teach it is a most difficult thing to get them to be tidy in their dress, or to inculcate any good habit of any kind, and I found at the end of those three months that the children were no more like what they had been while the drill master was with us than I might say chalk is like cheese, there was no comparison in fact.

4502. (*Rev. W. Rogers.*) Could not you as the master have made them smart without a drill instructor?—At that time I had not made myself proficient in drill.

4503. But if the master was made proficient in drill, he could do it?—Yes, I have done it with pupil-teachers from the 10th of January last, when our drill instructor died, to the 8th of February; I have done it and kept up the drill.

4504. In a modified form they have drill at all the parochial schools?—I believe so.

4505. And it is taught at the training schools?—Yes.

4506. Are you a trained master?—Yes.

4507. Where were you trained?—At Westminster, in 1844.

4508. At every training school they have drill?—Yes, but they have had it much more proficiently the last 18 months or two years than before. I have seen much more drill going on in the training schools.

4509. The attention of the country has been more directed to that subject on account of the volunteering?—Yes.

4510. (*Rev. W. C. Lake.*) You have rather an opinion against the master, the pupil-teachers, and the boys having any mental work between the hours of one and five?—I have.

4511. You think that education would probably be better if all mental work for those four hours were abolished?—I do, but at the same time the children must be occupied.

4512. How would you employ the children during that time?—I would have one hour's drill, and I would have them taught instrumental music; I would have a gymnasium fixed in every school playground, and let the children under proper superintendence be exercised there for two hours.

4513. Practically in most country schools that would be an hour's drill, and the rest of the time play in the afternoon?—There would be some one supervising their gymnastic exercises and directing them.

4514. (*Chairman.*) I suppose play is very useful, is it not?—Unquestionably so.

4515. (*Rev. W. Rogers.*) Do you think that the parents would send their children in the afternoon to be drilled after the first novelty had worn off?—I can hardly answer that question; my impression is that they would like their children drilled, and my impression is that they would like to see their children expert in any gymnastic exercises.

4516. (*Rev. W. C. Lake.*) You have not much experience in parochial schools you say?—I have not.

4517. (*Chairman.*) You have a mast?—Yes.

4518. Which do the boys prefer, the naval or the military drill?—

It is about equal, I think; they like both. It is quite a pleasure to them to hear the bugle sound to go to drill.

4519. Do many of them go into the naval service?—A great number.

4520. And many into the military?—Yes.

4521. Which most?—Up to two years since 79 per cent. entered the navy, but I think that for the last two years the proportion will be something like 60 per cent. into the navy, and 40 per cent. into the army.

4522. Still the navy is most popular?—It is.

4523. (*Rev. W. Rogers.*) You never use drill as a punishment, do you?—Never; we use it as a pleasure, not as a punishment.

4524. How do you punish?—By removing a boy to a lower position on the mast or making him face the wall, or placing him under the charge of one or two boys to prevent his playing, or something of that kind. I do not hold with corporal punishment, and I am very happy to say that I have not had recourse to it for three years. I have been more successful without it than with it.

4525. Do you ever stop their food?—No, that it is the last thing I should do; indeed, I would not do it.

4526. (*Chairman.*) How soon does a boy, coming in at the age of 11, perfectly untaught, begin to humanize.—In three months he begins, and in six months there is a marked difference.

4527. And you seldom keep them more than three years?—I seldom keep them more than three years.

4528. Do you often keep them so much?—Not often; more two years than three.

4529. Taking a boy totally uneducated, as I have described, and keeping him only for two years, do you send him out prepared to make his way in the world?—Yes, and very many of them after two years, and two and a half and three years, have not only attained the position of mate in a merchant vessel, but some of them, by continuing their education afterwards, and placing themselves under navigation teachers have become masters of vessels.

4530. What proportion of the boys whom you send out return to pauperism as far as you know?—Of boys not one per cent.

4531. One per cent. per annum?—No; much less than one per cent. on the whole number sent out.

4532. That whole number being how many?—Above 800 now.

4533. And of girls what is the proportion?—About three per cent. out of about 800 girls.

4534. The boys and girls are about equal in number?—They are not now equal in number, but taking the per-centages, I assume them to be equal in number.

4535. What is the proportion?—200 boys and 150 girls now, and 100 infants under seven years of age, from two to seven.

4536. How long do the infants generally stay with you; those who are orphans I suppose stay a long while?—Yes, those who are orphans stay with us about 10 years.

4537. How long do those who are not orphans stay?—That depends entirely upon the parents. Sometimes we have them with us for three weeks and then lose them for a month; we have them for three months and lose them for a week; sometimes we have them for a year and some times for 18 months.

4538. Are the older children equally irregular with the others?—Yes, much the same. There are generally four or five in a family, and the ages of the children will range from 2 to 15.

4539. (*Rev. W. C. Lake.*) Is your school in the workhouse?—No; it is in a separate building.

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4540. Have you a strong opinion in favour of separate buildings for schools?—Unquestionably so.

4541. Upon what do you base that opinion?—Upon the working of our own school.

4542. Have you seen the bad effects of the opposite system, of schools in the workhouse?—I have.

4543. In what way?—In very many country unions which I have visited, and from making inquiries in those different unions, I have found that a large number of the children revert to pauperism; and I have also found that in very many of the unions the children go out during the summer and return regularly in the winter to the school; and when they have attained the age of 16 years, when they are at liberty to act without the supervision of the parent, I have found that that they become confirmed paupers, and look upon the workhouse as their home.

4544. To what causes do you attribute the superiority of a school detached from a workhouse over a school attached to a workhouse?—To their being no pauperising influence whatever; all the officers and servants being paid persons.

4545. What do you mean by "pauperising influence?"—I mean the influence of parents and the influence of association with the workhouse itself.

4546. You consider that that does away with the good effects of the education?—I do.

4547. The education, perhaps, in the schools attached to the workhouses is not itself bad?—The education itself is not bad, but the bad influences are so great that I believe they counteract all the good done.

4548. (*Chairman.*) Supposing a boy of 11 years old came to you and stayed six months, what effect would you produce on him in that time?—It would humanize him in a very great measure.

4549. There are many boys who come to you at the age of 10 or 11 who are afterwards taken away by their parents, and of whom you lose sight?—Yes, very many promising boys, I regret to say.

4550. You do not know how they turn out?—No, only those whom we send direct to service—to situations.

4551. What proportion of those whom you receive do you actually send out?—25 per cent.

4552. The remaining 75 per cent. come and go, and you do not know what happens to them?—The remaining 75 per cent. come and go.

4553. (*Mr. G. Smith.*) Do you think that the visits of gentlemen and ladies to the schools would have a good effect?—I think that it would have a good effect, provided they came once a month, not more frequently, and then came to examine the classes, and to encourage the children, and I base that opinion upon this: we have an educational committee, which committee meets regularly once a month; the school is then given up into the hands of that committee, and the committee examine the children upon whatever they like, and I have found the most beneficial influences arising from that. The children are anxious to get on with their learning in order that they may be enabled to answer some of the questions put to them by the school committee.

4554. (*Rev. W. C. Lake.*) Is that a mixed committee of ladies and gentlemen?—No, only gentlemen. The children look forward with much interest to the monthly visits of the school committee.

4555. (*Rev. W. Rogers.*) The guardians of the poor?—The guardians of the poor.

4556. (*Chairman.*) Are the monthly visits made?—Yes, regularly on the first Tuesday of every month.

4557. And that is very useful?—Very useful.

4558. (*Rev. W. C. Lake.*) What are the numbers in your school?—450; at present, boys, girls, and infants.

4559. Does that enable you to keep a chaplain for the purpose of superintending the children?—We have a chaplain, who is the curate and lecturer of the parish, who attends by appointment twice a week, but who sometimes visits daily, and sometimes every other day.

4560. Do you find that that exercises a beneficial effect?—Most beneficial.

4561. (*Mr. G. Smith.*) Do you think that the visits of ladies would be beneficial, particularly to the girls?—I very much question it.

4562. Why do you question it?—I do not think that ladies quite understand the nature of education sufficiently to go into a school and examine the children well and properly to bring them out.

4563. (*Rev. W. C. Lake.*) Do not they understand it as well as the board of guardians?—I question it; on some boards of guardians there are very many intelligent educated men; there are some who are uneducated, but I have always found that the educated men have been placed on the school committee, and have been most excellent examiners. In our school we have an excellent educational committee. In short we have a board of guardians at Stepney who feel the greatest interest in the education of the children over whom they are placed as guardians.

4564. There are educated ladies also?—Truly, but I have a most decided objection to ladies' committees or ladies' examinations.

4565. (*Rev. W. Rogers.*) Is that generally the opinion of all school teachers?—I believe it is.

4566. (*Chairman.*) Would not ladies be very useful in examining the sewing?—A gentleman attending, bringing his lady with him I think would have a very good effect, but I should not like her to come alone. I do not think that it would work well. As far as I have been enabled to learn, I have found that ladies' committees have never worked well in any school.

4567. The ultimate result of your evidence as regards the number of hours' instruction is that at present you have 15 hours a week?—I want to correct that, because we have on Saturday morning three hours schooling, to make up 18 hours a week, according to the requirement of the consolidated order of the Poor Law Board. Most of the schools have the whole of Saturday free.

4568. And you think that you can perfectly well do with those 18 hours?—Perfectly well.

4569. And you think that you could do with fewer if it was necessary?—Yes; 15.

4570. But you would not object to 20, would you, namely, four hours a day?—I would not object to 20, I should object to it with regard to my own school; I do not think that 20 hours a week would be good in a school of the class of that in which I hold the appointment of master.

4571. But you think that 20 hours a week might not be too much for parochial schools?—No.

4572. Would 24 hours, namely four hours a day for six days, be too much?—Yes; I think it would.

4573. (*Rev. W. C. Lake.*) You said that your school consisted of between 400 and 500 children. Have you any strong opinion as to the desirable size of workhouse schools?—I think about 500 a good size.

4574. For what reason do you think that?—I think that when schools are larger than that you lose that family influence which you want to exercise over the children. I think that in the multitude you

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lose some of them, and you cannot give them that attention which you want to give them. Still a school of 1,000 could be classified better than a smaller one.

4575. 500 boys and girls, of course, make 250 of each?—Yes.

4576. You do not think that you could very well manage a school of more than 250?—A school of 1,000 children might be managed, but I think that the head of that school would lose a very great deal of individual influence over the children.

4577. We are always supposing that there is a chaplain also connected with the school?—Yes; and of course, a proportionate number of assistant masters.

4578. There is a tendency now, in schools, and it is difficult to correct it, to run up to a great number, I wish to know whether you think that there are any strong objections to a mixed school say of 800, 400 boys and 400 girls?—None, more than I have hinted at. You are speaking of course, of pauper schools.

4579. Of pauper schools?—I think that 800 would be a good number for this season. Pauper children, in 90 cases out of every 100, have been badly treated; they have had bad influences acting upon them, and they have never known what it is, probably, to have a kind word said to them, and all the good feelings and moral qualities which should be brought out are thoroughly hidden. I think that with 800 you may get what I would call a family influence, and make the school something of a family, with proper classification and assistance.

4580. All that you say about family influence surely points to the desirableness, in some form or other, of having ladies connected with schools?—When I speak of a family influence, I assume that the officers, the schoolmistresses, and the matron are one and all working harmoniously; that there is harmonious co-operation on the part of them all;—poor children are very quick in seeing any little differences amongst the officers. At the same time I must confess that I do not see the desirableness of ladies coming into the school.

The witness withdrew.

Mr. I. Todhunter.

Mr. ISAAC TODHUNTER examined.

4581. (*Chairman*). Will you have the kindness to tell us what your experience has been in teaching?—I was trained at the Kneller Hall Schools; I was there altogether three years and nine months. During the latter part of the time I had the superintendence of the practising school. The boys went to school from nine in the morning till one; in the afternoon they went out to work on the farm.

4582. What other experience have you had?—I did not teach before I went to the training school; I went direct from school; I was not a pupil-teacher.

4583. After you left the training school, where did you go?—After I left the training school, in February 1855, I went to the South Metropolitan District School at Sutton.

4584. Where you are now?—Yes; I have been there for nearly six years.

4585. Then your only experience has been at Kneller Hall and at the South Metropolitan School?—That is all.

4586. What was the number of hours per week of school in each of these schools?—The total number of hours of school attendance at Kneller Hall was 24 hours, four hours per day for six days.

4587. What is it where you are now?—The total number is 30 hours, six hours per day for five days.

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4588. At the South Metropolitan School, do the children attend every day?—It is a union school; part of the bigger boys go out to work on alternate days, so that the total number of hours that the biggest boys attend is about 18.

4589. It is six hours a day for three days?—Yes.

4590. What portion of the boys attend on the alternate days,—from what age?—From about 11.

4591. Up to what age?—About 14. They go away at 12, 13, and 14, and some occasionally stay till 15.

4592. Take the children between 7 and 10?—They attend daily.

4593. For how many hours?—Six.

4594. Of those, how many hours are spent in mental employment?—Of course, in that I am to exclude writing?

4595. No; I do not exclude writing. I exclude any time spent in recreation, and I exclude any time spent in employments which do not require any mental exertion,—music, for instance?—There is about half an hour only which is not employed in mental exercises.

4596. What is the time spent in changing places, changing lessons, and so on?—It is hardly any at all; they change immediately.

4597. So that the time occupied in mental exertion is about five hours and a half?—Yes.

4598. Do you find that the children between the ages of 7 and 10 can keep up their attention for five hours and a half?—They cannot.

4599. You think the hours too long?—I do.

4600. What number of hours would you think sufficient?—I should think three hours in the morning, and an hour or an hour and a half at the outside in the afternoon.

4601. With how many hours in a day do you think you can take a child who has been at an infant school and enable him to read and write and cipher tolerably by the age of 10?—Four hours a day.

4602. Could you do it in less?—I think I could do it better in four hours than in less time.

4603. How would you distribute those four hours?—Three hours in the morning and one hour in the afternoon.

4604. (*Mr. G. Smith.*) Would there be a difference in the power of attention towards the end of the four hours?—Yes.

4605. The first two would be much better than the last two?—They would, I have no doubt. It has been the case hitherto.

4606. (*Chairman.*) Do you think that there would be any improvement if, instead of taking the last hour in the afternoon, you took it actually in the evening after six o'clock?—I cannot say.

4607. We have been told by a very experienced master that if he had the choice of hours he would have three in the morning and one in the evening after six o'clock, so as to have a very long interval?—I have not had any experience on that point, and I do not know at all.

4608. (*Mr. G. Smith.*) Do you teach before breakfast?—I do; the pupil-teachers.

4609. Not the children?—No.

4610. You think that the children would not bear schooling before breakfast?—I do not know whether they would bear it or not, but it is not practicable; they have other things to do.

4611. (*Chairman.*) At what time do they breakfast?—Eight o'clock in the winter, and half-past seven in the summer.

4612. Your scholars are in school for six hours, you say?—Yes.

4613. Do you think that the last two hours do any good?—Yes, they do some good, I think.

4614. Does the last hour do any good?—I should think that they do learn a trifle in that last hour; but I think it is very likely that they

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would be better able to work the next day if they had not been exerted to the same extent. They learn very little indeed in the last hour.

4615. How much do they learn in the fifth hour ?—I cannot say the amount, but not nearly so much as they do the first hour in the afternoon.

4616. Do you think that there would be any inconvenience in dispensing with the fifth and sixth hours and employing them only for four hours ?—With regard to the bigger boys of course their amount of instruction would be very little since they only attend on alternate days.

4617. I am speaking of school every day ?—If I could have them daily I think that I could have the same amount of progress with four hours as I have at present.

4618. But you would not say that of three hours ?—No ; I think not.

4619. (*Rev. W. C. Lake.*) What number of hours would you yourself prefer ?—I should prefer four ; I find myself thoroughly exhausted before the end of six hours.

4620. (*Rev. W. Rogers.*) Are you exhausted every day ?—I am very tired ; sometimes I am thoroughly tired.

4621. (*Rev. W. C. Lake.*) You have an hour and a half with the pupil-teachers besides ?—At present I divide the instruction with the assistant master, but I have taken the pupil-teachers myself.

4622. And that brings it up to seven hours and a half a day ?—Yes.

4623. My question is (to put it more fully and to be quite clear about it) what is the exact time that you would think best for a school? —I think four hours.

4624. (*Chairman.*) Four hours for six days in the week ?—Yes ; on the Saturday afternoon of course it is not usual to have school, but say three hours on the Saturday morning.

4625. (*Rev. W. C. Lake.*) Where would you place those four hours ? Three hours in the morning, and from three o'clock to four in the afternoon.

4626. (*Chairman.*) Would you prefer that to from six o'clock to seven in the afternoon ?—Yes.

4627. You do not speak from experience ?—No, but I think that it would be better.

4628. (*Rev. W. C. Lake.*) Would you prefer that to having your four hours together in the morning and having no work in the afternoon ?—I think that it would be better, as far as the children are concerned, to have an hour in the afternoon. I think that the children at the Kneller Hall School were generally much sharper than the children in the South Metropolitan District School are, but that of course might be owing to superior teaching, because we had the students from the training college. Certainly, if I wished them to trace cause and effect, they would do it much more readily than my boys will at present.

4629. (*Chairman.*) How many hours a day had they ?—Four, with a short recess of about 10 minutes at 11 o'clock.

4630. Supposing that a child has been at a good infant school, and has been fairly taught and leaves it at seven years of age, do you think that he might be expected to be taught reading, writing, and arithmetic fairly by the age of 10 ?—Certainly.

4631. With how many hours a day ?—Four hours a day.

4632. Could he, do you think, with three ?—I do not think that he would be taught so well.

4633. But would he be taught fairly ?—Yes, I think he would.

4634. As well as children generally are ?—I do not know about that.

4635. (*Rev. W. C. Lake.*) Comparing three hours with six hours a day, which do you think would be best for the child ?—Three hours for the younger children would be better than six hours.

4636. (*Chairman.*) But four hours would be better than either?—I think so.

4637. And you prefer the instruction every day to having it on the alternate days?—Decidedly. It would be an improvement if we could have the first division in the morning and the second division in the afternoon; but I should prefer having the three hours in the morning. I think that much greater progress would be made.

4638. Supposing you had only three hours in the morning and nothing in the afternoon, do you think that as much progress would be made?—It would be about the same, I think, because every lesson has to be repeated; the lesson that I give on the Monday at a given time has to be repeated on the Tuesday.

4639. Supposing all the children were there only for three hours in the morning, but every morning, would they do as well as they do now with the six hours on alternate days?—Yes, quite as well, and better, I think.

4640. (*Rev. W. C. Lake.*) Supposing you had four hours a day, how would you employ your children in the vacant hours?—The younger children I would allow to play, certainly.

4641. We will take children of the normal age for school teaching—from 7 years old to 12 years old—how would you employ those children?—As we are situated the children from about 11 to 12 would be at some industrial work, the rest at play.

4642. You have no experience of parochial schools?—None whatever.

4643. (*Rev. W. Rogers.*) When you were at Kneller Hall, was the system of half a day being employed in garden work popular with the parents?—It was not very popular, I believe.

4644. (*Chairman.*) Why?—I do not know why.

4645. (*Rev. W. Rogers.*) Do you think that the parents would send their children to school supposing the afternoon was to be devoted either to drill or to domestic exercises, or to garden work?—I think that people would not be inclined to look very favourably upon it, and if they could send them to a school near, where there was none of the garden work, they would prefer to do so.

4646. (*Rev. W. C. Lake.*) Is it a feeling that the garden work is not for them but for somebody else?—Yes.

4647. (*Rev. W. Rogers.*) And their idea is that the children go to school to learn?—Yes, for book learning, and not for industrial pursuits.

4648. (*Rev. W. C. Lake.*) What is the number of children in your school?—270 boys at present.

4649. And how many girls?—A little above 300—the total number in the establishment is 800.

4650. Are they both under your control?—No, the boys only.

4651. Do you think that a good number, that it is manageable, and otherwise desirable for a workhouse school?—I am inclined to think that a smaller number would be better for the children, but of course it would be more expensive.

4652. Why?—Two teachers are required for the 270 boys, and if they are divided into smaller groups you must have more teachers in proportion to the number of boys.

4653. How many pupil-teachers have you?—Five.

4654. That is at the rate of one for 40 children, is it not?—Yes.

4655. Do you think that it would be desirable to have more pupil-teachers?—No, we do not require more if we take the boys together, but if you divide them into smaller groups you must have more.

4656. Is it not desirable to have a pupil-teacher for a smaller number of children than 40?—I think not; if our children were divided say into groups of 100, or say groups of 50, each of those fifties would

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require to be classified, and therefore more teachers would be required in that case.

4657. (*Chairman.*) Is much more learnt in reading, writing, and ciphering between the ages of 10 and 11 than between the ages of 9 and 10?—I do not think so. On the whole I have observed that the younger children with us make greater progress, but that of course may be partly attributed to their better training in the infant school than the children have had who come in raw from the streets.

4658. (*Rev. W. C. Lake.*) Do you know upon what grounds the view that it is desirable to have six hours a day, as at present, is maintained?—I do not know any reason for it. When I opened the school I taught the boys for five hours and a half, and the board ordered that we were to have six hours, without giving any reason whatever.

4,659. Then you have now six hours a day plus your pupil-teacher work?—Yes.

4660. (*Rev. W. Rogers.*) A part of the work you say you delegate to the assistant master?—Yes, the pupil-teachers.

4661. (*Chairman.*) Have you any drill?—Yes, there is a drill master, and the boys are drilled occasionally.

4662. Not regularly?—There is no fixed time for it.

4663. (*Rev. W. Rogers.*) Where is your school situated?—It is about four miles from Croydon, about half way between Croydon and Epsom.

4664. (*Chairman.*) Do you find that the drill is of much good?—It does a great deal of good.

4665. Would more of it do more good?—I think it would; more than we have.

4666. (*Rev. W. C. Lake.*) Is the drill naval and military?—It is military.

4667. You have not a mast?—No; the drill master is also the band master.

4668. Is the drill popular with the boys?—I do not know that it is either one or the other.

4669. Do many of them go into the army?—Yes, as band boys; about 40 have gone. We have had a band now for a little more than three years, and about 40 have gone in all; we could have sent more, but they have generally been under age.

4670. On what grounds do you like the drill?—I think that it contributes very much to the general discipline of the establishment.

4671. Will you explain that a little further?—It gives the boys a more ready obedience to all orders given. I have no doubt of it whatever.

4672. (*Rev. W. Rogers.*) Have you found that fewer things have been broken in the establishment since the introduction of the drill?—Fewer things have been broken than at first, but I do not know whether that is altogether owing to the drill.

4673. It is partly owing to the master?—Yes. I think it is from better principles being instilled into the children. At first they broke things wilfully.

4674. (*Chairman.*) That is peculiarly a workhouse habit?—Yes.

4675. (*Rev. W. C. Lake.*) You seem to have a strong opinion that as much as six hours a day of head-work is prejudicial both to the master and to the pupil?—I have.

The witness withdrew.

Adjourned to Wednesday next at 12 o'clock.

Wednesday, 19th December 1860.

PRESENT :

His Grace The Duke of Newcastle, K.G.
The Rev. William Charles Lake, M.A.
The Rev. William Rogers, M.A.
Goldwin Smith, Esq., M.A.
Nassau William Senior, Esq., M.A.
Edward Miall, Esq.

His Grace The DUKE OF NEWCASTLE in the Chair.

William Gilpin, Esq., examined. *W. Gilpin, Esq.*

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4676. (*Chairman.*) You are Treasurer to Christ's Hospital?—Yes; and I may be permitted to state, that I have been requested by our Committee to say, that although I appear here by courtesy, they have great doubt, as we are under Royal Charter, whether we come within the scope of this Commission, and that doubt is also entertained by our President, the Duke of Cambridge. At the same time I am quite disposed to give every information which it is right to give; but I was told to make that statement at the first onset, and that is the feeling which the Committee had upon the first communication being sent to them.

4677. On what ground do they suppose that the institution does not come within the scope of this Commission?—Being under Royal Charter the question is, whether the Royal Charter does not override this Commission; that seemed to be the impression. That of course is a question which I cannot determine.

4678. Do you mean that their opinion is, that because they are constituted by a Royal Charter, therefore they are not liable to answer any questions to a Royal Commission?—That, I believe, was their opinion; there seemed to be a difference of opinion among the members of the Committee, and when I communicated with the President upon it, your Grace had just gone to Canada, or His Royal Highness said that he would have seen your Grace prior to any further communication taking place.

4679. The Committee are no doubt aware that there are other schools constituted under Royal Charter, such for instance as King Edward's school at Birmingham, which have given information, having been called upon by this Commission to do so?—Yes; but I apprehend that they are under different circumstances from what we are; they may be only with their masters, and not with Committees.

4680. But so far as the Royal Charter is concerned, which I understand to be your ground of objection, King Edward's School, I apprehend, stands upon the same footing as Christ's Hospital?—I was desired to make the statement which I have made, and therefore I have done so; but I have nothing further to say upon it. I am quite ready to give any information which you may require upon the subject.

4681. Will you be good enough to state how many Governors you have at present?—We have lost several lately, so that we may call the number now, I think, about 485. We were up to 500, but during the last twelve months we have lost a good many; there are certainly

W. Gilpin, Esq. 480, but I do not think that there are many more than that at the present moment.

19 Dec. 1860. 4682. How many of those are Donation Governors?—All are Donation Governors with the exception of the Lord Mayor and Aldermen; one of the Aldermen, namely, Mr. Alderman Salomons, is a Donation Governor, and I think that he is the only Donation Governor among the Aldermen. In former days the Court of Aldermen had also the right of nominating Governors at half price, and so had the President and the Treasurer; that, within the last four years, I think, or about that time, has been done away, and therefore in future there will be no Nomination Governors at half price, so that everybody now who makes himself a Governor, will have to pay the present benefaction, which is 500*l.*

4683. With the exception of the Lord Mayor and Aldermen?—With the exception of the Lord Mayor and Aldermen. I have forgotten to state that there are twelve Common Council Governors, who are nominated by the Corporation; there are twelve attached to each of the Royal Hospitals, and they, of course, pay nothing.

7684. They are elected by the Aldermen?—They are elected by the Common Council.

7685. What powers of nomination does a Donation Governor acquire?—Any gentleman made a Governor between this and the middle of January, or before the Court in January, will have a right to nominate a child in March, and then every fourth year; it may be every third year, and it has been so long as five years; it varies with respect to the state of the school, and the number of Governors which we have. Last year, I think, we got them all in within the four years.

4686. What qualifications are required in the children on admission into the hospital, so far as the circumstances of the parents are concerned?—That varies according to the individual cases. For instance, if there is a large family of ten, twelve, or fourteen children, and the parent is holding merely a situation for life, that case is permitted to be considered specially; therefore it varies. Each individual case is nowtaken upon its own merits.

4687. Then are we to understand that no qualification, as regards the circumstances of the parents, is required?—It originally was that no parent should have more than an income of 300*l.* a year, but now the Governors have thought that the limit may be extended, in cases such as those of officers of the army, clergymen, gentlemen with large families holding official positions, where their incomes will die with them. There have been instances where they have had 500*l.* a year.

[The amount of income which disqualifies a child for admission is not, and never has been, defined. The regulations provide, "That no child be admitted who has any *adequate* means of being maintained and educated." The practice of the Committee formerly was either to reject, absolutely, every child whose parents had an income exceeding 300*l.* a year, or to refer the case, if there were any special circumstances in it, to the consideration of the General Court. Formerly, the special cases were of comparatively rare occurrence; and in scarcely any, if in any, was the child admitted, if the parent's income exceeded 400*l.* a year; but within the last 20 or 25 years, they have considerably increased in number; and in some few instances the income of the parents has exceeded 500*l.* a year.]*

4688. (*Mr. G. Smith.*) When you say, "originally," do you refer to the original Charter?—Yes. I think that that was about it; that was the meaning of it, as far as I can remember.

* This and the other passages marked by brackets were subsequently furnished by Mr. Gilpin as explanations of the answers to which they are appended.

4689. The words of the original Charter (and the Charter relates equally to Christ's Hospital, St. Thomas's Hospital, and Bridewell) are, "That our said sovereign lord the King, of his mere mercy, having "pity and compassion on the miserable estate of the poor fatherless "and motherless children, and sick, sore, and impotent people," and so forth. And further it is expressed that, "Neither the child in his "infancy shall want virtuous education and bringing up, neither when "the same shall grow unto full age, shall lack matter whereon the "same may virtuously occupy himself in good occupation or science "profitable to the common weal;" and "for and towards the relief, "aid, succour, and help of the said poor;" and in various instruments of benefactions the words seem to be very strong as to its being intended for the poor: "40 poor boys;" "The poor of Christ's Hos-"pital;" "The poor people in the two hospitals of Christ's and St. "Thomas;" "Towards the relief, aid, and comfort of the poor chil-"dren;" "For the use of the poor orphans;" "For the better main-"tenance and relief of the poor children of Christ's Hospital;" "Towards the relief of the poor children of Christ's Hospital;" "The "said poor infants and children;" "The relief of the said poor chil-"dren;" "For the comfort and relief of the poor children there "harboured." Those expressions seem to point to a more distinct eleemosynary character?—Yes.

4690. (*Chairman.*) Are you aware when any alteration in the character of the qualification, as regards the means of the parents, was introduced?—I apprehend it was when the Hospital began to be so favoured with Benefaction Governors, because originally it was only the city, and therefore, as the benefactions increased, and the number of Governors increased, the education also increased, and there is a different class of boys there from what it was originally intended for, no doubt.

[The most marked alteration in the character of the qualification, as regards the means of the parents, took place on the passing of the original Poor Law, in the reign of Queen Elizabeth, Anno 1601. Very soon after the foundation of the hospitals of Christ, Bridewell, and St. Thomas, the whole estates given by the Charter of King Edward VI. for the general support of the three hospitals were appropriated by the city (or rather by the Court of Aldermen) to the two latter hospitals; that is to say, the ancient Palace of Bridewell, and the property within that precinct, to Bridewell Hospital, and the remainder of the said estates to St. Thomas's; and it was provided that Christ's Hospital should be sustained by the monthly contributions of the citizens; these contributions were collected by the authority of a precept of the Lord Mayor and Court of Aldermen, each parish within the city and its liberties being rated at a certain quota. At first the amount collected was considerable, but it gradually fell off, so much so that the number of children in the Hospital, which, at its opening in 1552, was nearly 400, had fallen, before 1600, from want of funds, below 150; and on the passing of the Poor Law of Queen Elizabeth, the collection of these monthly contributions of the citizens ceased altogether; and the Hospital has since been almost entirely dependent upon the donations and legacies of individual benefactors, from the improvement and accumulation of which its present income is chiefly derived. From the very earliest foundation of the Hospital there would appear to have been two descriptions of children admitted into it, the very poorest, including exposed and deserted children and foundlings, and the children of citizens of London, as well as of others not citizens, who, having been in better circumstances, had either fallen into decay, or, dying, had left their children without any, or without any adequate, provision.

The Poor Law of Queen Elizabeth having made provision for the support of children of the first-mentioned description, at the same time that it entirely destroyed the principal means for the support of Christ's Hospital, the then

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Governors refused to receive such children; and the present rule, "That no child be admitted who is a foundling or maintained at the parish charge," dates from that time.]

4691. (*Mr. G. Smith.*) When did the system of Benefaction Governors commence?—That I cannot exactly tell you.

4692. I see that from 1750 to 1760 there are instances of benefactions given, and of the benefactor being immediately voted a Governor?—Yes.

4693. Do you think that that was the commencement of the present system?—I cannot give it you certainly, but that book of the Charity Commissioners would giveyou the whole of it.

4694. I have traced no earlier instances; I do not know whether you are aware of any?—I am not; I have only been the treasurer for about 12 years.

4695. (*Rev. W. C. Lake.*) Have Nomination Governors and Benefaction Governors always been the same?—Yes, as to their rights and privileges.

4696. Have there been no Nomination Governors except on giving a benefaction?—No.

[The distinction between Nomination and Benefaction Governors was, that the latter were appointed upon the payment of the full donation of 400*l.* (or latterly 500*l.*) without any previous nomination; whereas the former were first nominated by an Alderman, or the President, or Treasurer, and were then appointed upon payment of half the usual donation. Previous to the year 1796 no benefaction was required from the Nomination Governors. As stated in answer to question 4682, the practice of appointing Governors by nomination has lately been discontinued, and the Governors are now only made on giving a benefaction.]

4697. Then you do not know when the whole system of Nomination Governors or Benefaction Governors began?—No, not the origin; but I only know when the Nomination Governors ceased.

4698. Do you know when the permission to present the children of parents with an income of 300*l.* a year was first introduced?—I do not.

4699. Nor when it was extended to the children of parents with an income of 500*l.* a year?—I do not.

4700. (*Mr. G. Smith.*) Is it open to any one on sending a cheque for 500*l.* to become a Donation Governor?—The way in which that is done is this: if any gentleman gives me 500*l.*, I report that at the next Court and it is then referred to a Committee of Almoners sitting as auditors, to investigate as to whether it is a "sufficient specialty" (those are the old words); latterly, if there has been any doubt, we have inquired as to who the gentleman is who has sent the money. But, generally speaking, it comes from gentlemen and noblemen, as to whom of course there can be no doubt of the character of the individual and the propriety of his being a Governor.

4701. (*Mr. Senior.*) You have the veto, but you seldom exercise it?—We have the veto, but we do not exercise it unless we positively find that there is an objection. There was a case in which we gave the veto; there was a cheque sent to me by a young man who belonged to a railway, and knowing that he was only a clerk there, we began to think how it could be; and we found that he had been excessively kind to all the establishments all down the railway, and they had subscribed to make him a Governor of Christ's Hospital, thinking that it would be liked. That became known, and of

course he was seen and quietly told that the money must be sent back, that we could not take it.

4702. (*Chairman.*) You refused to nominate him a Governor and returned his money?—Yes; it is not our practice to return the money, but that was a case in which we felt that we really could not permit him to become a Governor; it was not a fair thing; it was a subscription, and therefore we refused it; but that is the only case where I recollect the veto being exercised.

4703. (*Mr. G. Smith.*) There used to be, I think, a class of Governors by special vote, used there not?—Yes, there used, in former days.

4704. They were appointed for some special qualifications?—Yes: when the Governors were very few, they nominated other Governors; the oldest Governors nominated by turns. The original benefaction to make a Governor was, I think, only 100*l.* I am not sure, but I think I am clear in 200*l.*, and I know that it was 400*l.*, because I paid 400*l.* myself. It has since been extended to 500*l.*

4705. (*Rev. W. C. Lake.*) When you say "original," you mean the benefaction which was begun; you do not exactly know at what time?—From the very earliest date when gentlemen began to be made Governors of Christ's Hospital on account of their benefactions.

4706. But you can give us no account whether it was in the last century, or when?—No, I cannot tell you that.

4707. (*Rev. W. Rogers.*) Have Nominated Governors the same privilege as the Benefaction Governors?—Yes.

4708. They appoint in turn?—Yes.

4709. (*Mr. G. Smith.*) The power of nominating a Governor at half price is a sort of patronage belonging to the official Governors?—Yes. I should state that, in the case of the Lord Mayor and Aldermen, they have an annual presentation.

4710. (*Chairman.*) Apart from the turn of the Benefaction Governor?—Yes; the Lord Mayor for the time being has two presentations, and every Alderman one annually.

4711. (*Rev. W. Rogers.*) Do not certain parishes present?—Yes, there are a great many parishes which present under special donations and gifts bequeathed to the Hospital.

4712. (*Mr. G. Smith.*) What proportion of the children are presented under these special gifts; is it about 90?—That book of the Charity Commissioners will be quite correct.

4713. (*Rev. W. C. Lake.*) Can you give any idea of the history of the Governors; I mean, who were the original governors before the change to the nomination system?—That I cannot tell you; that is further back than I can give it you.

4714. (*Chairman.*) Are any qualifications required in respect of the age of the children for admission?—From 7 to 10.

4715. Is that limitation strictly adhered to?—Yes, it is strictly adhered to; but four years ago, in consequence of the increased amount of education, a new scheme having been adopted, there was one entire year in which the Governors gave up their right to presentations at all, and consequently several boys whom they had promised were over the age of ten, and it was specially understood that they should not lose that benefit in consequence of the year passing over; but with that exception, there has been no instance in which a boy has been admitted after ten years of age.

4716. I presume that that year was passed over with a view to a reduction of the numbers in the school?—Yes, because the expenses

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were so heavy in consequence of the increased staff of masters, that the scheme could not have been carried out unless the Governors had given up their right for one year.

4717. Do you know what reduction was effected in the numbers by that change?—At that time we had in London upwards of 800 boys, and at Hertford there were upwards of 400, making about 1,300, and they are now brought down to about 1,100 in the two schools. There are 700 to 750 in London, and 300 or 350 to 400 at Hertford; it varies from 1,100 to 1,200,—about 1,150.

4718. The limitation of age being from seven to ten, do the children generally come in at the earlier or the later age?—They generally come at the age of eight.

4719. (*Rev. W. C. Lake.*) Is there any examination before they are admitted?—Yes, there has been an examination, but that examination has not been of a severe character at all, and the consequence has been that we have been inundated with children who really did not know even their letters, the result of which has been that it has been very detrimental to the school, and the Governors last year came to a resolution that no child shall be admitted after next Easter unless he can read fluently the four gospels, and that will be the means, we hope, of preventing what has occurred with us; we really have had children who after they have been at Hertford for two years have hardly then been able to spell, and that of course impedes their coming up to the London school and prevents the masters there from bringing them on in the way in which they ought.

4720. (*Chairman.*) Then up to the present time there has been no qualification in respect of knowledge of the children and prospectively the qualification in respect of knowledge is to be their being able to read fluently?—Exactly so. We had hoped that every parent would see the necessity of that, but we positively were met upon one occasion when a child came for admission, by the fact that he really did not know his letters. I asked the mother what she could be about; she was the mistress of a National school, and I said, "What can be the "reason of this?" The reply was, "We knew he was to have this "presentation, and therefore we did not take the trouble to educate "him at all."

4721. (*Rev. W. C. Lake.*) Do you remember what aged boy he was?—I think the boy was eight.

4722. (*Mr. Senior.*) At what age do they go to Hertford?—They go to Hertford immediately upon entering.

4723. Supposing a child goes to Hertford at the age of eight knowing nothing, how soon can they teach him to read at Hertford?—You will not get him up under three years; but if a boy goes to Hertford even at seven and has been well instructed, he may come up the next month. It all depends upon themselves.

4724. Have you had boys who have been two years at Hertford and still have not been able to read?—Yes.

4725. After a two years' education at Hertford?—Yes.

4726. (*Rev. W. Rogers.*) Can you refuse to admit a child who is nominated by a benefactor?—That is doubtful; we are informed that we cannot, and therefore that is the only reason why we have impressed upon the Governors not to present any child unless they have ascertained that he can read fluently, and to let him have some education before being sent to us.

4727. Upon other grounds you can refuse them, can you not, upon the ground of their parents being too well off?—Yes, decidedly.

4728. (*Mr. Senior.*) How many boys have you at Hertford?—At the present moment we are rather full at Hertford, because during the last year we have unfortunately had the scarlet fever there, and therefore we have not been able to get them up; consequently we have now at Hertford 364 children. *W. Gilpin, Esq.* 19 Dec. 1860.

4729. All boys?—All boys.

4730. And how many masters?—Eight.

4731. How are they appointed?—They are appointed by the Governors.

4732. Do you generally take those who have passed through the training colleges?—Yes.

4733. Certificated masters?—Yes, we generally take those.

4734. (*Rev. C. W. Lake.*) Do you know on what grounds you were advised that you could not refuse a boy who was nominated by a benefactor?—No; our solicitor said that he doubted very much whether we had a right to refuse any child.

4735. That however ignorant he was he did not think that there was a legal right to refuse him?—Yes, and so much so, that some of the members of our Court were divided in opinion; there was a great discussion upon the resolution which I have mentioned, and although it was carried there was a strong division of opinion as to whether we had any right to have any qualification for a boy at all. It was argued by a gentleman, "I have made myself a Governor here, and if I choose "to send my boy to this, which is a large charitable school, it is your "duty to teach him;" and when the opinion of our solicitor was taken he said that he thought that it was a doubtful matter. The extraordinary thing is that the gift boys from the different parishes come better educated than several who have been put in by the different benefactors.

4736. Is it now believed that you have power to enforce the examination which you speak of?—We think so; it has been carried by a General Court, and every Governor has been informed of it, and with every presentation which goes out it will be written underneath in red ink, that no child will be admitted who cannot fluently read.

4737. It is an examination in nothing beyond reading, is it?—Nothing.

4738. (*Rev W. Rogers.*) If a child was an idiot you could refuse him, could you not?—Yes, for anything of that sort; and if a child had ill health or was subject to fits or anything of that kind.

4739. (*Chairman.*) Does that power of rejecting children on account of idiotcy or ill health exist by any express provision of the Charter, or whence is that power derived?—I think it is in the rules and regulations laid down from time to time by the Governors.

4740. Would it not, therefore, follow that the same power must exist for the Governors to lay down such a rule as they have now done with regard to the children presented being able to read fluently?—That is what we felt; but a great number of the Governors differed from us. Some went even so far as to say this:—I have no hesitation in telling you that two Governors said, "If I send a boy and you refuse him, I will "try the question, and you may depend upon it that you cannot refuse "him."

4741. The right never has been tried, I suppose?—No; and I should hope that it never would be, because I should hope that everybody is too sensible to try it.

4742. Has the right of rejection, to which you referred just now, in cases of idiotcy or bad health, ever been exercised?—Yes. If we have found children with epileptic fits, or anything that would at all prevent

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their education, the Governors have refused their admission. The children are all examined by two medical officers, and if they cannot report them proper candidates for admission, they are not admitted.

4743. Then the examination is a purely medical one, and not an educational one?—Yes; that is what it has been. It has been considered that the upper grammar master examined these boys merely to see whether they knew anything, but it has not been carried to the same extent that it will be now. It will be now a much greater test for them than we have had before.

4744. Have any nominations ever been made a matter of competition in the school, or have they always been conferred by patronage?—They have always been conferred by patronage.

4745. (*Mr. G. Smith.*) Are there any nominations now which are not either gift nominations or made by Donation Governors, or is the whole number divided into those two classes?—The whole is divided into those two classes. Besides the presentations in the gift of different parishes and companies, the President has a right always to have two boys in the institution, under some gentleman's will, whose name I do not recollect. There is another gift by a Dr. Tew, who provided that there should be three boys always in the Hospital, and that they should always be the sons of clergymen. That is in the gift of the treasurer. Those are the only two that I know, independently of the Benefaction Governors, and the gifts of the different parishes.

4746. (*Chairman.*) Is the school ever inspected by any independent authority?—By examiners.

4747. By examiners appointed by whom?—Appointed by the Committee.

4748. How frequently do those examinations take place?—They used to take place twice a year. Latterly it has been considered that once a year is sufficient, and therefore it takes place about June.

4749. (*Mr. G. Smith.*) The school has never been inspected by the Charity Commissioners, has it?—Not by the present Charity Commission.

4750. Only by the Commission of Inquiry?—Yes. We had notice of it some years ago, but the Charity Commissioners wrote to say that it had been premature, and that they were not prepared to come yet, therefore they have not come yet to us.

4751. (*Chairman.*) What class of persons are the examiners—are they graduates of the University?—The examiner for the upper schools, the Grecians and the Deputy-Grecians, is the High Master of St. Paul's, Dr. Kynaston; the examiner of what we call the Latin school is the present Archdeacon of Bath, Professor Brown; Dr. Mayne also examines the Great and Little Erasmus; and Mr. Brown, who has the grammar school at Kensington, examines the lower boys.

4752. Are the examiners appointed for life?—No; they have not been appointed for life, because originally Dr. Sleath was the examiner before Dr. Kynaston.

4753. But they are not annually appointed, I suppose, by your mentioning the names?—No; but it is the custom to ask the same persons year after year, so long as it is convenient to them to undertake it.

4754. They continue from year to year?—Yes. Of course it is in the power of the Committee to appoint other gentlemen if they think proper, which they did; because two years ago, the Rev. Charles McKenzie examined, and then it was considered better that Mr. Brown from Kensington should examine, because it happened that it

was rather inconvenient to Mr. McKenzie. There have been a variety of examiners. Then in mathematics it is Professor Hall. In French another gentleman, who has only examined twice in consequence of the death of the former examiner. Then in drawing the gentleman from Kensington examines.

4755. From the School of Art ?—Yes.

4756. Is there any provision for the boys upon leaving the Hospital ?—Yes, if they go out apprentices provision is made ; if the Grecians go to College they have exhibitions.

4757. (*Mr. G. Smith.*) They all have exhibitions ? — Yes, the Grecians ; those going to Cambridge have 80*l.* a year, those going to Oxford 100*l.* a year.

4758. How are those exhibitions bestowed, by seniority or by examination ?—By senority, they are Grecians for three years, and of course in the third year they become the senior Grecians, and then, unless there is anything very particular against them, they go off.

4759. (*Mr. Senior.*) Do the boys generally rise from form to form in the school by seniority or by examination ?—By examination.

4760. Up to what period ?—At this time of the year there is an examination by the masters themselves of their different schools, which was considered better than having two public examinations, and they then move the boys into the different classes.

4761. How many forms are there ? The Hertford school, I suppose, is the lowest of all ?—Yes ; in the Hertford school there are only the grammar school and the reading and writing school.

4762. At what age do they generally leave the reading and writing school ?—The moment that they are fit to go into the grammar school.

4763. And when do they leave the grammar school ?—The moment they are fit they come up to London ; they then enter the lower school, and go to the upper, if they are passed.

4764. How many forms are there ?—In the lower school there are four forms.

4765. And how many in the upper ?—There are three in the upper.

4766. Then there are seven forms ?—Yes.

4767. How long is a boy upon the average in each ?—I cannot tell you that, but I think it is right, and I believe that I should not go beyond my duty in so doing, to leave you this document. This is a Report of the Sub-Committee of Education, which was made four years ago, when the school, if I may use the expression, was entirely remodelled. This document will tell you exactly what the whole thing was, and I have no objection to leave it with you, because I think that it will perhaps give you almost all the information that you require.

The witness read the following document :

"CHRIST'S HOSPITAL.—REPORT OF THE SUB-COMMITTEE OF EDUCATION.

To the Committee of Almoners, Christ's Hospital.

"The Sub-Committee of Education beg to report that, in pursuance of the reference from the Committee of Almoners of the 11th March last, they have taken into consideration the propriety of dividing the school into mathematical, classical, and commercial departments, and allowing the parents and guardians of each child to select the branch of study upon which such child shall enter ; and they are of opinion, that it is desirable that there should be some change in the departments into which the school is divided, but that it is inexpedient that it should be left to the parents and guardians of the children to determine the department in which the children should be educated.

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"In forming this opinion, the Sub-Committee have not confined their deliberations to the question referred to them by the Committee of Almoners, but in the discharge of the duty committed to them on their appointment last year, have extended them to "the whole system of education," as at present pursued in the institution, 'with the view of recommending such alterations 'therein as might appear to them to be desirable;' and they now beg leave to submit to the Committee of Almoners the conclusions at which they have arrived.

"The Sub-Committee of Education are of opinion that some important improvements may be made in the education of the great mass of the boys, who leave the school at fifteen years of age, by discontinuing some unnecessary studies and qualifications, and by arranging the system of promotion so as to afford to every boy a chance of making satisfactory progress in some branch of his education before he quits the school.

"Of late years the tendency of the regulations has been to assimilate the general system of education to that in the ancient public schools, and accordingly, the study of the Greek language has been extended throughout the school in London, and also to the preparatory school at Hertford, whilst at the same time in the writing and arithmetic school scarcely less labour has been employed upon ornamental penmanship than formerly, when so much value was attached to this accomplishment.

"The Committee recommend that ornamental penmanship be relinquished, and that the Greek language be not taught below the two upper forms of the lower grammar school. That from the upper form of the lower grammar school the boys should pass into two separate schools, to pursue either a classical or a general education; the one school being the upper grammar school, containing the Grecians and Deputy Grecians, and the two forms called the Great and Little Erasmus; the other school being the middle school, and containing in it the fifth and sixth forms, the boys in these forms being accounted equal in rank in the school with the boys of the Great and Little Erasmus.

"It being very desirable upon the boys ceasing to learn Greek in the fourth or upper form of the lower school, and passing into the middle school, that their education should not appear to be of an inferior character, the Committee recommend that the Latin language should be continued as one branch of their instruction in the middle school, and be combined with instruction in the English language, the study of the scriptures, ancient history, and geography, it being a general rule that no boy of thirteen years of age be permitted to remain in the lower school, whatever his position or place in it may be, but be advanced either to the upper or middle school.

"In the school now termed the 'writing school,' but which it is proposed to call in future the English and commercial school, they recommend that the time hitherto devoted to ornamental penmanship be employed in the study of English, writing by dictation, English history, and modern geography, and that opportunity be afforded to those, who obtain due proficiency in general and mercantile arithmetic, of being instructed in Algebra, and such branches of mathematics as are most suited to boys destined for civil employments.

"They recommend that the French school should include in it all the boys of the upper grammar school, of the middle school, and of the upper form of the lower grammar school; that the Grecians, Deputy Grecians, Great Erasmus, and the three first orders of the Royal mathematical foundation should be instructed, as at present, in the evening; but that the rest of the boys, amounting to 378, should receive their lessons in the morning and afternoon during the regular school hours.

"They recommend that the drawing school include in it, in addition to the boys of the mathematical school, all those who are taught French (with the exception of the Grecians, Deputy Grecians, and Great Erasmus), and that the instruction be given to them also in the morning and afternoon, during the regular school hours.

"That the two junior French masters and the drawing masters attend daily (except on holidays and half-holidays) for an hour and a half in the morning, and the same in the afternoon, to instruct their scholars, that is to say, the French masters from nine to half-past ten in the morning, and from half-past

three to five in the afternoon, and the drawing masters from half-past ten to twelve in the morning, and from two to half-past three in the afternoon. That the 378 boys above mentioned be divided into three equal, or nearly equal, parts, a third part of each class being withdrawn from the grammar and middle schools every morning in succession to attend the French and drawing schools. And that the first French master attend for two hours on four evenings weekly to instruct the Grecians, Deputy Grecians, Great Erasmus, and the three first orders of the Royal mathematical foundation.

"With respect to the grammar school, which includes the upper, middle, and lower schools, the Committee beg leave to state that to carry the objects of this report into effect, the present number of masters, namely, nine, will be found quite sufficient, three of them instead of two being attached to the upper grammar school, the middle school being under two masters, and the lower school under four.

"In the English or commercial school an additional master will be required for the English branch of the education; and in both the French and drawing schools an additional master will be required.

"The boys, who ought to participate in the mathematical education of the Hospital, are of three distinct classes:—1st, the boys of King Charles of Second's and Mr. Stone's foundations, 52 in number, who are destined for sea service, besides, occasionally, two on Mr. Stock's foundation, and one on Lord Lanesboro's; 2ndly, the Grecians and Deputy Grecians, who are intended for the Universities, and whose numbers will be increased from 36 to 45; and 3rdly, the boys of the Great Erasmus, such boys of the Little Erasmus as are sufficiently advanced in arithmetic to pursue mathematical studies, and the remaining boys of the highest arithmetic class in the commercial school, who may not be comprehended in the classes above mentioned, the whole number being estimated at about 100. Of the latter class, a certain number should be distinguished as the boys of Mr. Travers' foundation, in order to comply with the will of that benefactor, and the decree in Chancery establishing the same.

"The Sub-Committee are of opinion that an additional master will be required to assist the Rev. Mr. Webster in the instruction of the Grecians and Deputy Grecians, and the 55 boys of the royal, Mr. Stone's, Mr. Stock's and Lord Lanesboro's foundations. And that to the Rev. Mr. Gurney (as the second mathematical master and master of Mr. Traver's school) should be entrusted the teaching of the Great Erasmus and the other boys.

"The Grecians and Deputy Grecians to attend the mathematical school, as at present, the former on the mornings of Tuesday, Friday, and Saturday, and the latter on the mornings of Monday and Thursday, and the afternoon of Tuesday; but a discretionary power to be given to the upper grammar and mathematical masters to vary these days of attendance occasionally, and especially during the preparation for examinations. The first three orders of the royal foundation to attend the drawing school, and the English and commercial school, on those two mornings of the week, when the Grecians attend the mathematical school with work prepared the previous evening, and at such other times, when the Grecians or Deputy Grecians are in attendance, as may be arranged by the respective masters of these several schools; and the remainder of the foundation boys (Mr. Travers' excepted) to attend the English and commercial school for some portion of every school-day.

"The boys of the Great Erasmus and Mr. Travers' foundation, and the others under the second mathematical master, to divide that half of their time, which will not be employed in the grammar or middle schools, equally between the mathematical school and the English and commercial school, attending each school alternately.

"The Sub-Committee recommend that the hours of school be—

from 9 to 12, and
from 2 to 5.

and that evening study be pursued, not as at present, in the wards, but in the schools, for an hour each evening, except for the three months from the 15th April to the commencement of the midsummer vacation, during which period they propose that it be discontinued, and the boys assembled in school for an hour in the morning before breakfast, a sufficient number of the masters attending in turn to preserve order, in the evening as well as in the morning.

"That evening study be limited to the boys of the upper, middle, and mathe-

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matical schools, who shall go to bed at nine o'clock, with the exception of the Grecians, Deputy Grecians, monitors, and the three first orders of the royal mathematical boys, who may sit up till a quarter before ten, and that all the other boys go to bed as at present.

"In the event of the scheme now submitted being approved by the Committee of Almoners, and confirmed by the General Court, the Sub-Committee of Education estimate the expense to the hospital for the salaries of the additional masters, and the augmentation of the salaries of some of the present masters on account of the increased labour and responsibility to be imposed on them, at about 1,000*l.* to 1,100*l.* per annum.

"The following Tables will show the proposed arrangement of the several schools, and the approximate number of boys to be taught in each of them:—

"THE GRAMMAR SCHOOL.

(INCLUDING THE UPPER, MIDDLE, AND LOWER SCHOOL.)

"The Grecians and Deputy Grecians will attend this school all the day, except on three half days in the week, when they will be in attendance at the mathematical school. The other boys will attend the half of each day, except on those days when they are at the French and drawing schools, and will consist of two divisions, one of which will attend in the morning, and the other in the afternoon alternately.

"THE UPPER SCHOOL.

Upper Master: Grecians - 15, Deputy Grecians - 30	- - 45	French in the Evening.	
First Assistant Upper Master: Great Erasmus -	-†30 in each division = 60		
	105		
		French and Drawing in the Day.	
Second Assistant Upper Master: Little Erasmus -	-†36 in each division = 72	12 + 12 + 12 = 36	
"THE MIDDLE SCHOOL.			
First Middle Master: Sixth Form -	-†51 in each division = 102	17 + 17 + 17 = 51	
Second Middle Master: Fifth Form -	-†51 in each division = 102	17 + 17 + 17 = 51	
"THE LOWER SCHOOL.			
First Under Master: Fourth Form	- 51 in each division = 102	17 + 17 + 17 = 51	
	189 in each division = 378	*63 + *63 + *63 = 189	
Carried forward	378		

* One of these subdivisions will be withdrawn from the Grammar School in succession every morning and afternoon, to attend the French and drawing schools, leaving the other two subdivisions with the grammar masters.

† These classes will be equal in rank, viz. the 6th form with the Great Erasmus, and the 5th form with the Little Erasmus.

Brought forward		378
Second Under Master: Third Form - -	45 in each division	= 90
Third Under Master: Second Form - -	45 in each division	= 90
Fourth Under Master: First Form - -	45 in each division	= 90
	324 in each division	= 648
Grecians, Deputy Grecians, and Great Erasmus - - -		105
First Three Orders of Mathematical Boys, who do not attend the Grammar School - -		16
Total Number of Boys		- 769

"THE MATHEMATICAL SCHOOL.

The Head Mathematical Master: Grecians - - - - -	15	Attend three half-days weekly.
Deputy Grecians - - - -	30	Ditto.
The Boys of the Royal, or King Charles the Second's Foundation - -	40	The three first Orders, 15 or 16 in number, attend the whole day, except when at the Drawing or Commercial Schools; the others attend half the day.
Mr. Stone's ditto - - - -	12	
Mr. Stock's ditto - - - -	2	
Lord Lanesboro's ditto - - -	1	
	100	

"An additional master recommended to be appointed to assist the head mathematical master in teaching the above boys.

Second Mathematical Master, or Master of Mr. Travers' School: Great Erasmus - - - - -	60	One half of the time of these boys will be passed in the Grammar School, and the other half will be divided equally between the Mathematical School and the English and Commercial School, so that the number attending the Mathematical School at one and the same time will be about 25.
Boys of the Little Erasmus, and of the highest Arithmetical Class in the Commercial School, about - -	40	
	100	

"THE ENGLISH AND COMMERCIAL SCHOOL.

"ALL the boys will attend this school (except the Grecians and Deputy Grecians), and each department will consist of two divisions, as under:—

ENGLISH. For INSTRUCTION IN GEOGRAPHY, HISTORY, ENGLISH READING, and DICTATION.		COMMERCIAL. For INSTRUCTION IN ARITHMETIC AND WRITING.	
First Master - - -	45	First Master - - -	45
Second Master - -	52	Second Master - - -	52
Third Master - - -	52	Third Master - - -	52
Usher - - - -	32	Usher - - - -	32
	181		18

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English - - - -	181
Commercial - - -	181
	362
	2 Divisions in each department.
	724
	45 Grecians and Deputy Grecians not included, having ceased to attend this School.
	769

"An additional Master recommended for the English branch of education.

"THE FRENCH SCHOOL.

The Grecians - - - - -	15	attend two evenings weekly.	
Deputy Grecians - - - -	30	"	
Three first Orders of the Mathematical School.	16	"	
	61		
Great Erasmus - - - -	60	"	
	121		
The Little Erasmus - - - -	36	in each Division	= 72
Sixth Form - - - -	51	"	102
Fifth Form - - - -	51	"	102
Fourth Form - - - -	51	"	102
			378

"An additional Master recommended.

"THE DRAWING SCHOOL.

WILL consist of the same Boys as the French School (with the exception of the Grecians, Deputy Grecians, and Great Erasmus), and the arrangements for their instruction will be the same.

"An additional Master recommended.

"GEORGE TROLLOPE,
Clerk."

"CHRIST'S HOSPITAL,
30th June 1856."

(*Witness.*) The plan submitted in that report is the plan which is now adopted in the school in London.

4768. (*Chairman.*) To return for a moment to the question of exhibitions; did we rightly understand that all the boys who go to universities receive exhibitions?—Yes, at least the Grecians.

4769. Do any others receive exhibitions except those?—Not any of them. They now go up to compete for exhibitions, and last year we were extremely fortunate, for three of the Grecians that had gone up to college got open exhibitions before they left us. One boy got 100*l.* a-year and 100*l.* from us, so that he has his 200*l.* at Oxford, and the others got open exhibitions of from 50*l.* to 60*l.* a-year, with our 80*l.* The boys are now permitted to go for all these open exhibitions.

4770. (*Mr. G. Smith.*) A certain number of boys are apprenticed, are they not?—Yes.

4771. How many in the year?—I cannot tell you. There is a fund for apprenticing boys, and therefore they are never refused, if we find that the apprenticeship is proper.

4772. (*Rev. W. C. Lake.*) Do you know what the gross expenditure in apprenticeship is, or can you give us any idea of it?—No; it generally depends upon what they go into. The greatest sum which we give is 30*l.*, and the least which we give is 10*l.*

4773. To how many boys in the course of the year do you give that?—I cannot tell you; it is never refused to any of them who come for it, if we find it right.

4774. What is the sum which you expend on the education of your boys yearly?—I think that we have sent you our account. That would show it.

4775. (*Chairman.*) Does it show the estimated cost per child?—I think so. The paper now placed in my hands is a copy of what we sent you, and it is a copy of what we sent to the Charity Commissioners.

4776. (*Rev. W. C. Lake.*) The amount is, as nearly as possible, 45,000*l.* a year, I think?—Yes. I think that last year it amounted to about 40*l.* per child (it had been as low as 32*l.*), but that includes, of course, the expenses of the hospital altogether; everything connected with it. It is all down in that paper.

4777. (*Chairman.*) I suppose that the financial statement which you have previously sent us shows, under separate heads, pretty nearly how the expenditure of your income is divided; that is to say, board, educational purposes, exhibitions, apprenticeships, and so forth?—Yes, it gives the whole of it; first, the general purposes, and then the different charities which we give, and everything else. There is the whole balance sheet.

4778. (*Mr. Senior.*) I suppose that that paper does not give us the statistics, that is to say, the number of boys who went out in any particular year for different purposes; how many were apprenticed, and so on?—No.

4779. Do you at all carry in your mind what is the proportion who are apprenticed?—No; I cannot give you that.

4780. (*Rev. W. C. Lake.*) You were speaking of the class of boys being now somewhat different from the class of boys originally educated in the institution; is not that the case?—Yes; decidedly.

4781. Do you know at all when any alteration in that respect first took place?—No, I cannot tell. I can give you an instance of this. Her Majesty sends us really the first cases that can possibly be, and boys that we are very glad to have, and to do the best we can with. Then there are very many clergymen's sons; and since we have been in these wars we have had a great number of military boys there. In fact, it is a different class of boys, as you can see from the appearance of the boys.

4782. A higher class?—Entirely a higher class. Then, of course, they have to associate with the gift boys, which is rather unfortunate; and we know what boys feel about that. However, they behave very well.

4783. The gift boys are about 100, are they not?—I think about that.

4784. (*Mr. Senior.*) Do you think that if we applied to the authorities of the Hospital there would be any difficulty in obtaining the statistical information, to which I was alluding, as to the number of boys there are, and how many go out in different ways; in fact, what

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becomes of them?—We can hardly tell you what becomes of them after the boys are taken out. They leave at the age of 15, and we do not know what becomes of them, unless they come for their apprentice fee or we happen to get them situations.

4785. Could you supply us with the information how many leave you every year, and at what ages, and for what purposes?—That we cannot tell you.

4786. I mean as far as you know?—We are all anxious to employ boys who have been in the school. As to myself, I have at the present moment from the school four young lads in my own employment whom I have taken as clerks, and they go to various houses in the city. There have been a great number I believe in Baring's house, and a great number at first houses. There are a great number in bankers' houses, but we know nothing of them unless we happen to hear of them perchance.

4787. If we were to send some questions as to these statistics, do you think that, to a certain extent, they could be answered? There would be no objection, I suppose, to answer them?—I cannot tell what my Committee may do. I can only speak for myself.

4788. If we sent them, would you have the kindness to put them before your Committee?—Decidedly; any communication which I receive from you it will of course be my duty to put before the Committee.

4789. (*Mr. G. Smith.*) No inquiry, I suppose, is made as to the religious denomination of the parents?—No, except that the children are obliged to conform to our rules, and are brought up in the Established Church, but we do not ask as to what they have been. There are a variety of Governors. We even have some Roman Catholic Governors. We have several Jews. Of course they know perfectly well that if they send their boys there those boys are subject to our rules and regulations. There never is any question about it. Once or twice, when the boys have been selected for confirmation, there has been a question; but they are selected by the Upper Grammar Master of the school, and of course he settles the matter with the parents. We do not interfere in anything of that sort. Of course, if there is an expression on the part of the parents that they do not wish the child to be confirmed, he is not confirmed.

4790. (*Rev. W. Rogers.*) Do not you require the baptismal certificate?—Yes.

4791. Then you could not receive a Jew?—No.

4792. (*Mr. Senior.*) Could you receive a Roman Catholic?—I do not think that we have ever had a Roman Catholic child presented to us. I do not think that we could receive one.

4793. (*Rev. W. C. Lake.*) Do you give clothing to all the boys?—Yes, to every one of them.

4794. (*Mr. Senior.*) Do you happen to know what the expense of the clothing is?—It is all in the paper which we have furnished.

4795. Does that paper contain the expense per boy?—I am not quite sure that it does; but I am pretty sure that last year the expense came up to about 40*l.* per boy, including management and everything; but not the repairs of the different estates, and other charges upon the estates. There are 1,031 children at the present moment in the Institution, namely, 667 in London, and 364 at Hertford. We have not had our usual drafts up this half-year, in consequence of the scarlet fever.

4796. (*Mr. G. Smith.*) Are a portion of that number girls?—No.

4797. (*Mr. Senior.*) Have you any playground?—We have a large open space in Newgate Street.

4798. Is it an acre?—It is more than that. I think that we stand upon 5 acres altogether.

4799. How much of that can be considered as playground?—We have now from the top of Snow Hill up. We are entirely thrown open. It may be about three acres.

4800. Do they play foot-ball?—Yes.

4801. And fives?—No, not yet, but they very soon will, and they will soon have a racket court, because we have been making large purchases in that neighbourhood; and the city having sold us the Giltspur Street Compter, some leases are falling in, and then we shall throw the ground open; and I have no doubt that we shall be able to give them a very good fives court and a racket court.

4802. Have you any gymnastic machinery?—No.

4803. Have you any drilling?—Yes, the boys are drilled twice a week.

4804. Do you attach any importance to that?—No, except that I think it makes the boys hold themselves up better. It has been, I think, very beneficial to the young boys at Hertford, but in London the boys have a dislike to it, and it is very difficult to make them fall in properly. They liked it very much at first, but now, I believe, it is rather a drudgery.

4805. Did you ever try the naval drill; a mast?—No.

4806. (*Rev. W. C. Lake.*) You told us that at some time regulations had been made to admit children whose parents had as much as 500*l.* a year?—Not that regulations had been made, but that it was considered by the Court that they were children admissible, in consequence of the specialty of the case.

4807. Are the Court then quite plenipotentiary in the matter?—Yes, they may admit anybody they like.

4808. They might then admit children of parents with 1,000*l.* a year, or any children?—Yes, if there were really circumstances which they felt authorized them to do so.

4809. They consider it to be entirely in their own power?—Exactly so.

4810. They are the judges?—Exactly. The mode of admission is this, there is a general admission day in May, or at whatever time the Court is summoned for that purpose, then whoever presents himself for admission on that day is admitted before the General Court, and when that is over the remainder of the children are left to be admitted by the Committee of Almoners from month to month, and if we have any case brought before us where there is a difficulty, in our opinion, respecting the amount of income, we always refer it to the Court and do not take it upon ourselves.

4811. And the Court is considered absolute with reference to any regulations as to poverty?—Exactly so.

4812. (*Chairman.*) If a Benefaction Governor was to send a boy to the school whose parents were considered by the Committee in too wealthy circumstances, they would reject that boy?—They would reject him and write to the Governor to say that he must send somebody else.

4813. That his nomination still rested with him, but that that boy could not be accepted?—Precisely so; there have been several instances of that sort.

4814. (*Mr. Senior.*) Have you ever turned your attention to the

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question of the peculiar costume, and whether on the whole it has a good or a bad effect?—Yes, I have individually, and it has been a question which has been mooted several times. Of course, I would not presume to state what the majority of the Governors might say upon the subject if it was really a question brought before them, but I give this opinion upon it myself, and I believe that I am not far wrong, that it is a very great protection to the boy in this way, that if any of the boys mean to disgrace themselves by running away or behaving improperly, but particularly by running away, they destroy their dress first of all, and they know perfectly well that that will be visited with great severity; it is also a protection to them as regards the kindness which they receive when they are out, you never heard of one of these boys being ill-treated; but the eye of the police and different people seeing the dress is upon them, it is a protection to the boy, and I believe that if you polled the boys you would find that they do not wish to change their dress. As far as the petticoat is concerned, that, I think, may be questionable, but as for any other part of the dress, I do not believe that it is wished to be changed, excepting, of course, that there are several parents who object, and I have always said, "If you do object, "your boy ought not to belong to Christ's Hospital; if you cannot fall "into the rules and regulations of the Hospital, you had better not "send the boy," but I have never heard of an objection except in cases of that sort. Of course there is a difference of opinion upon it, but I do not believe that the Governors, as a body, want to see the dress altered, at least, that is my impression.

4815. (*Mr. Miall.*) Has it any effect upon the health, detrimental or otherwise?—It is not at all detrimental. A great number of people have thought that the circumstance of the boys wearing no hats was very detrimental. The preservative against that is the quantity of oil upon the boys' hair is beyond anything; they are allowed a certain allowance, but that is not sufficient. The boys are exceedingly proud of their heads, and the quantity of oil and brushes which they use is beyond anything, and that is the preservative against cold.

4816. (*Mr. Senior.*) You therefore find their health good?—Yes; during the last half-year, I do not think that we have had an average of more than ten boys in the infirmary, except one or two; we lost a boy last week from congestion of the lungs, that was a casualty; but the health at the London establishment is surprising. During the whole of the instances of cholera we never had a case, and the statistics of the health of the boys there are wonderful.

4817. (*Rev. W. Rogers.*) You do not find the hours of school too much for them?—No, I do not think so; there is quite enough of it.

4818. (*Mr. Senior.*) What are the hours?—From 9 till 12, from 2 till 5, and two hours in the evening twice in the week with their French; the greater number of the boys have from 6 to 8 hours in the day.

4819. Between what ages?—The whole of them, you might say from 9 to 15.

4820. What holidays have the boys?—They have five weeks at Midsummer, and a month at Christmas.

4821. Making together nine weeks?—Nine weeks; then they have a whole leave day once a month, and two half holidays.

4822. (*Rev. W. C. Lake.*) Can you state the number of masters?—Twenty-four in London, and eight at Hertford.

4823. (*Mr. Senior.*) Twenty-four for how many?—Between 700 and 800.

4823. Are 800 boarded?—Yes, every individual child from 7 to 15, we provide with board, lodging, and everything.

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The witness delivered in the following paper:

CHRIST'S HOSPITAL.

Number of Boys.

London		667
Hertford		364
Total		1,031

Number of Masters, London.

Grammar school:—		
Upper school	3	
Middle or Latin school	2	
Lower school	4	
		9
Mathematical school		3
English and Commercial school:—		
English department	4	
Commercial department	4	
		8
French school		2
Drawing school		2
Total		24

Hertford.

Grammar school		3
Reading and writing school:—		
Head master, two assistants and usher	4	
Reading master	1	
		5
Total		8

The witness withdrew.

Saturday, 22nd December 1860.

PRESENT:

The Rev. WILLIAM ROGERS, M.A.
GOLDWIN SMITH, Esq., M.A.
NASSAU WILLIAM SENIOR, Esq., M.A.

NASSAU WILLIAM SENIOR, Esq., IN THE CHAIR.

Mr. WILLIAM ANDREW SHIELDS further examined.

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4824. (*Chairman.*) Will you have the kindness to tell us what your experience has been as a master?—From 1840 to 1850 I had a private school of my own. In 1850 I made an engagement with Mr. Ellis to become master of the Birkbeck school at Peckham, which was then in course of building. Whilst it was in course of building, that is to say, during 1851, I organized for him a school at Manchester. I have had the Birkbeck school under my management ever since.

4825. What were the class of parents from whom your pupils in you private school were taken?—They were the children of working men.

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4826. In what place?—In the parish of Bromley, but they were really drawn from Poplar.

4827. Of what class are those who are in your present school?—The bulk of them are the children of working men.

4828. At what age did the children come to you in your private school?—About 8 or 9 as a rule.

4829. And how long did they remain?—Of course the ages at which they left are various; but many of them stayed till 14 or 15, till they went to be apprenticed.

4830. They did not generally leave at 10?—No.

4831. At what age do they generally come in the Birkbeck school? Is it the same age?—The Birkbeck school consists of three parts, boys girls, and infants. In the infant school we admit them as soon as they can come; we have little children there who can scarcely talk. The limit for admission into the girls' or boys' school would be seven years of age; under that, we should put any child in the infant school.

4832. Had many of those children who were in your private schools been at infant schools?—No, not many. We are stepping back in that question fully 10 years ago, before Sir James Kay Shuttleworth's influence in education had been felt at all. The infant schools and the British and National schools at that time were, as a rule, in disrepute among the more carefully conducted working men; it was a rare thing to get children in private schools from such schools. The infant schools and the National and British schools of the present day stand much higher amongst working people than they did then, and deservedly so.

4833. Supposing that you took a child seven years old who had been well taught at an infant school, within what time could you enable that child to read and write and cipher fairly, and have a fair knowledge of the principles of religion?—You mean a child who had attended regularly at an infant school, and that it shall have been a well-conducted infant school?

4834. Certainly?—Does it not strike you that at the age of seven the child ought to come able to read, write, and cipher very respectably?

4835. I should scarcely have thought that.—I should have expeeted it. Of course, I do not mean that the child should be able to do all ciphering, nor to write a current hand, nor to read anything which is beyond the comprehension of that age.

4836. What I meant was, supposing that the bulk of the children leave the National schools at 10 years old, and that by that time they must acquire the amount of reading, writing, ciphering, and religious knowledge which is absolutely necessary; at seven years old of course the child would not have that information, but taking him at seven years old, within what time could you give him reading, writing, and ciphering, and religious knowledge sufficient for his usefulness in life?—There is a good deal which is loose about that question as it appears to me, but it has been put to me before by Mr. Chadwick at his visit, and so I understood it at the moment. I said to him, "By the time "that the boy is 11 years of age; for instance, I have lots of boys "standing on the school floor as the present moment who are about 11 "years of age who can do such things well;" he said, "I can get it "done by the time that they are 10." The question comes get what done? and I found that all Mr. Chadwick was asking for should, as I believe, be done by the time that the child leaves the infant school.

4837. You would say that a child ought to be able to read and write and cipher fair by the time that he leaves the infant school?—Yes, unquestionably. Ciphering, as far as I understand it from Mr. Chadwick

as he put the question to me, means very little more than the application of the four rules.

4838. And the knowledge of their principles?—Yes; and that certainly may be taught in the infant school with a skilful teacher.

4839. At all events, supposing a child came well taught from an infant school, it is quite clear that you could turn him out able to read, write, and cipher what we might call well by the time that he was 10, because he would be nearly able to do it by the time he was seven?—Yes; that quite follows from the other, *à fortiori*.

4840. Supposing that he had not been in an infant school, what time would it take?—The work would be very much more difficult if he had not been at an infant school, and then will come such inquiries as this; you mean that he shall attend the school regularly?

4841. Certainly.—And that one may hope (which his absence from an infant school would not justify one in hoping at the outset) that his parents would enter into the work with you.

4842. Enter into the work in what way?—By showing a disposition to carry out the rules of the school; that the little work which you send home to be done shall be done, and that the rules of the school generally shall be obeyed by the child.

4843. I suppose that you very rarely find that any real instruction is given by the parents at home?—No, not really technical instruction, but the influence of parents interesting themselves in the work of the children is sometimes for good upon the child, and it is more common with the kind of education which has lately been introduced into our British and National schools to find the technical instruction given by the child to the father about the father's work, and that is something greatly delightful to the parents when they can get that sort of thing. But you can easily understand me when I say that there is a reaction in the parental influence in such a case which is worth an immense deal in school. If one were to get hold of a boy under such circumstances as that I would not despair in getting him at seven to do all that you ask for by 10.

4844. Although he has not been at an infant school?—Although he has not been at an infant school. The great difficulty would be this, that not having been at an infant school he has not been doing nothing; he has been forming bad habits, and, possibly, street companionships. Very likely he has become an exceedingly neglectful child, and then, when you get him to school, the difficulty would be to get him regularly to school, and, of course under such circumstances, it may happen that you have him on the school books, and irregular in attendance, without making the progress that you are asking for in the time. If you get hold of the boy willingly, and get his will and his parents' will too, there will be no difficulty between the ages of seven and 10 in getting the little bit of technical instruction for which you are asking.

4845. I suppose that as regards the children who were at your private school, all the parents took an interest in the education of their children?—Of course, even there there were differences, inasmuch as some people who can afford to send their children to school, do it because others are doing it, without much thought; but, as a rule, those who send their children to private schools, and pay a higher fee, have some little interest in their education.

4846. What was your fee at your private school?—Half a guinea a quarter for the youngest children, up to a guinea. I had only half my boys, as far as I recollect at the moment, at a guinea. I gave up the school, because the school increased over the premises.

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4847. What is the highest fee at Birkbeck school?—Our fee is 6*d.* a week all through.

4848. That again is high?—Yes, it is too high for the infants; but I am very awkwardly situated with regard to the infant school. I am in the middle of a field, and the brickmakers cut it up, and the parish will not do anything; just now, my schoolroom is scarcely approachable. I am thinking of trying to get some legal remedy for it. That rather interferes with my infant school, but if I could get it set right, I would immediately lower the fee in the infant school to 3*d.*

4849. What is the nature of the Birkbeck school?—You have heard of Mr. Ellis, I suppose; he has a strong feeling that an immense deal of the suffering and crime, and especially of the destitution in the present day, is due to the ignorance in which children are raised in the duties of life, and he thinks that in our ordinary schools there is a great deal of attention paid to the technical, but very little really to intelligent training to duty; and he has established some of these schools in the hope of their being useful, by producing a better race of teachers.

4850. What is the nature of a Birkbeck school? How does it differ from the other schools?—It would differ, for instance, in being his property. It aims especially at the communication of such knowledge as I was just now speaking of.

4851. Then Mr. Ellis is the sole manager of the Birkbeck schools?—He is the sole proprietor of them; he does not manage them; for instance, he never interferes.

4852. I used the word "manage" in the technical sense?—We have no committee whatever.

4853. He is the proprietor, and I suppose in fact manager, in that sense of the world?—He is so; the management of our schools is carried on certainly under his eye, and there is not anybody connected with them who could for a moment think of doing anything which would annoy or trouble him, but he is exceedingly careful not to interfere with the teachers; each of us, in fact, is responsible for his own school.

4854. How many children have you at your Birkbeck school; I am not speaking of the infant school?—Just before the half year set in I had, one week, 393 boys who paid. In all, in that week there were 560 children who paid the school fee.

4855. I think you said that there were three schools?—Yes.

4856. What are the ages in each?—In the infant school the children are all under seven, the girls and boys are all over seven.

4857. There is only one upper school for boys?—That is all; but we have divisions in the school; in the same manner we have only one school for girls. Of course in an infant school the school hours are a little differently arranged to what they are in the upper school, they are shorter, the intervals of play are more frequent, and the time for each lesson is shorter. As children get older one is able to make them apply themselves more.

4858. What are the hours in the upper school?—In the morning from half-past nine till one, and in the afternoon from two till half-past four, five days a week.

4859. That is six hours altogether?—Yes.

4860. How much of that time is occupied in mental application?—I find it difficult to answer that question: do you mean how much of that time is given to reading, to writing, to geography, and so on? I cannot conceive of any of these things going on without mental application.

4861. We have been told that there is not much mental labour in music; have you any music?—Yes, occasionally.

4862. There is not much mental labour in drawing?—There is less in that than in some other things.

4863. And there is not much in writing?—There is less in that than in some other things.

4864. But there is a good deal in arithmetic, and a good deal in reading, is there much in geography?—I should think that there is as much as in reading with a view to learning the art of reading.

4865. What do you consider to be the most laborious exercise of the mind for the boys?—If the thing be well taught I am afraid that that would be a very difficult question for me to answer. I believe that if you have something to teach which it is necessary to teach children, and if they can recognize that it is necessary, although the labour may be exceedingly different to the teacher, the teacher who is capable will make the thing equally pleasant to the children.

4866. But still one thing will require more exertion of mind than another. For instance, we have said that music and drawing would require less?—I do not know whether to some children you would not find the drawing lesson a far greater tax than a lesson in arithmetic. I heard of Mr. Rogers yesterday being at Dulwich, and he there heard a boy of the name of Bolton receive three prizes, I think, and a good deal of praise for his skill in mathematics; that boy was one of my boys, and you would not speak to him without discovering the good feeling which he to this day nourishes towards our school. That lad I am sure would have stared at you if you had suspected that there was any particular difficulty in extracting a cube root or working a sum in interest by decimals. I do not see the strain upon the intellect which is spoken of here. I discussed this matter also with Mr. Chadwick when he was at our school, his phrase was, "A hard lesson." I said "What is a hard lesson?"

4867. That is what we want to ask you?—But I asked him, in order that I might understand him, "What is a hard lesson?" He said "Arithmetic." I found in conversation with him, as is often the case with men of education and usefulness like Mr. Chadwick, that arithmetic was by no means his forte; but you make arithmetic a perfect passion in the school if you know how to teach it.

4868. I should say that a hard lesson was learning by heart?—Yes; I have none of that.

4869. That is not common in the Birkbeck schools?—I think not; when I say that I have none of it, of course, there are little bits of knowledge which depend wholly upon the association of ideas, as all the tables, the arithmetical and the grammatical tables also. It is well to get that sort of thing done in the infant school; it is there done by chanting, singing, or at any rate making it pleasant, the pleasanter it is the more thoroughly useful the child will find the knowledge gained; but I have no rote-work book in the other school.

4870. Composition is hard work?—That will depend very much upon the teacher. I do not know why it should be.

4871. Supposing you set a child to write a theme, that must be hard work?—Let us suppose, to begin with, that you set the child a task beyond his strength, unquestionably it will be hard work and a work which will a good deal disgust him with the school; he must be a lad of some age to have such a thing; that boy will tell his father (and the boy will be right), that he ought to go to work, but if, on the contrary, you set the boy a task of that kind which he is able to do, excepting

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some of those little distractions which boys have, he will do the thing readily enough for you.

4872. Still to a man, composition is hard work?—We are talking about children under 10 years of age, and I apprehend that the work of composition to a man and to a child are exceedingly different things. I should think that you might fairly talk of the composition of the man as something constructive; he has to look out for the facts, and rightly put them together, and everything else. If I gave to children a lesson of this sort, I should make it as nearly as possible a reproduction of the last lesson which they had learnt in physiology, social science, or whatever it might be, and I should probably go as far as to say "If any of you find that you cannot do it you may get help," and so on.

4873. (*Mr. Goldwin Smith.*) Children of course have their peculiarities, but generally speaking, which of the ordinary lessons tasks a child's head most and requires the freshest mind?—To do any lesson well, you want a good deal of attention. You want more intellect in an exercise where you are teaching science, than where you are teaching anything, a great part of which is skill of hand, like, for instance, copying a drawing or writing, and in that sense you may say that there is more work in arithmetic than in those things; and yet I should not be speaking according to what goes on in my own school, if I were to lead you to suppose that arithmetic is by any means unpopular with us.

4874. (*Chairman.*) How long does a single lesson last?—Our time table arranges the gallery lessons, that is to say, the lessons given by the teacher to the children, at three quarters of an hour.

4875. Take a child between the ages of 7 and 10, can you keep up his attention for three quarters of an hour?—Yes.

4876. As well at the end as at the beginning?—I think so. A good deal of that will depend upon a circumstance which is sometimes overlooked, and that is, what sort of a schoolroom you have; for instance, if you have a dark room, and the seats are not adapted to the children, and the air is heavy and bad for breathing, it will be almost impossible to get the children's attention. I send my children out of each room after each lesson, and get the air changed; that makes an immense difference; and then I have no difficulty in keeping their attention for three quarters of an hour.

4877. What is the number of lessons in a day?—Each of the boys will get two such gallery lessons as I have spoken of; direct teaching in that way. Then they will get three quarters of an hour's arithmetic, three quarters of an hour's writing, three quarters of an hour's reading, three quarters of an hour's grammar, and three quarters of an hour's geography.

4878. That is six hours?—Yes, that will make six hours with the changes.

4879. Six hours exclusively of the changes, or inclusively?—It makes a little over six hours; and we manage, by lopping one or two of these exercises by five minutes, to get 10 minutes out in the playground, between the two.

4880. But, in fact, they are in school for nearly six hours a day?—Yes; many of my boys are there far longer than that. The day that Mr. Chadwick visited me and was talking to me upon this subject, he stayed the whole of the afternoon. He stayed till six o'clock in the evening, and he found the children reassembling. He asked me what it was. I said, "I have a notion that we could do a great deal better in "writing than we have done. I regret that the old style of penman-

" ship is not found in our schools, and I am endeavouring to get a very " capable writing master, to put it into the school. I am doing it in " this way : I say to the boys, 'Go home to your parents, and tell them " 'that I will find the teacher, and that in the case of every boy whose " 'parents will promise that he shall attend regularly twice a week, " 'namely on the Monday and Wednesday, from six till seven, I will " 'admit him to the writing class, if his writing is good enough to de- " 'serve it.' " I had then about 80 children in attendance, and I have been at it ever since ; it is quite voluntarily.

4881. What do you find the best hours for instruction ? When is the attention most alive ?—I teach best in the morning. I am quite sure that I always teach best before dinner.

4882. At what time is the dinner ?—The children break from one till two. I do not then get dinner myself, there is not time for it. I should say that the morning is by far the best time for children generally.

4883. Up to what time ?—Till one o'clock.

4884. Till dinner ?—Yes ; they work very well till one. With us a great many children dine at school, and they hasten over the dinner, and go out and get violent exercise. Of course you know how boys play, and we do not put any check upon the exercise which they like to give themselves.

4885. What is the size of your playground—an acre ?—No, it is about 120 feet long by 60 broad.

4886. How can they get violent exercise in that space ?—I was going to say that you have not observed boys, or you would have observed that they are never put to any difficulty in that respect. They have leap-frog, and such games as that.

4887. They cannot play at cricket ?—No, and I am sorry to say that I cannot get a cricket ground for them. We have been trying to extend the playground. Mr. Ellis very kindly made an offer for a piece of ground close by me, but he has not been able to obtain it ; we have some parallel bars.

4888. If you were absolutely master, acting for yourself, irrespectively of the opinion of the manager or the opinion of the parents, would you shorten the hours or not ?—I am absolutely acting for myself. If Mr. Ellis were sitting here, he would tell you at once, " I do not step in " and interfere with the technical ; the schoolmaster ought to know " better than I can. Mr. Shields and I agree in what I daresay he " would call the philosophy of education, and therefore I trust to him to " carry it out." Consequently I am acting for myself, and I say that not only would I not shorten the school time, but I am telling you that I have lengthened it, and with decided benefit to the school. I have lengthened it with the consent of the parents, and voluntarily on the part of the children.

4889. You found no objection on the part of the parents ?—None whatever.

4890. Or on the part of the children ?—None whatever. Mr. Chadwick went up to one of the little boys at the corner of the desk, and said to him, " What do you want at school, my man, at six o'clock ; " have you not had schooling enough all day ?" The boy said, " But " do not I want to learn to write ?" The boy had a notion in his head of wanting to get the old English, and flourishing, and German text writing. He was a little astonished at Mr. Chadwick's putting the question. There is no difficulty in getting the children to school.

4891. What are the feelings of the parents respecting their children's attendance, do they wish it to be long or short ?—I think that any

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interference with the school hours as they are arranged at present would meet with great opposition from the parents. I am quite sure that anybody who liked to call out from the parents of the working classes a strong feeling of opposition could do it; and I think that they would be right.

4892. How does it affect yourself personally; are the hours too long for you?—Do you mean could I go through a day's work of six hours in school regularly?

4893. Yes.—Yes, I could do more than that. I am not in my school every day for six hours; but if I were I should not be a fair test in the matter as I have not good health, but I could do it very easily.

4894. You have no pupil-teachers, have you?—I have scholars in my school who stand in the same relation to me as the pupil-teachers in the National schools. We have no Government aid.

4895. You have not the duty imperatively imposed upon you of giving to the pupil-teachers an hour and a half's instruction every day?—Not legally imposed upon me, but I need not point out to you that morally I have that duty of course. I have the duty of giving them all that is asked for in the National and British schools; the exact hour and a half a day I do not give.

4896. On the whole, do you think that you give more or less?—I should say more.

4897. You think then that more ought to be given?—I think that the work should be accomplished, and I really am very unwilling to give answers to these questions such as I see in the paper before me; there are a great many answers given here to questions which questions puzzle me, and I think that when you look at them carefully you will see that questions are put and that the answer is given as to what ought to be done and what is possible to be done, which answer can only be a sensible one after an immense deal of very thoughtful experience. I should not like exactly to say what time a man ought to give, but I say it is very evident that according to the capacity of his pupil-teachers to receive, he ought to be disposed to cultivate it.

4898. However, on the subject on which you have spoken, that is to say, that you would not curtail the hours of school attendance, you do not require any further reflection?—I am telling you my experience.

4899. Then, as to the degree of labour imposed on the master, you feel quite clear that the master could give eight hours a day?—I give six hours a day.

4900. And two hours to the pupil-teachers?—Yes, I am quite sure he can do that. Here is a little table: "My experience as to the "length of time children closely and voluntarily attend to a lesson is, "children of from 5 to 7, fifteen minutes; from 7 to 10, twenty minutes; "10 to 12, twenty-five minutes; 12 to 16 or 18, thirty minutes."

4901. Is that Mr. Donaldson's table?—Yes. Now, I say that that is either exceedingly important information, or it is perfectly worthless. For a man to be able to draw up a table like that, going up by five minutes, and comparing it with the ages of children, there ought to have been a wonderful amount of attention to this very question; and then, if I have been right in my own experience, I say, Surely, going out of our own schools into schools of another class, where children are to be found from 12 to 16, is it found that 30 minutes is the extent to which a boy can give attention to a lesson before a competent teacher? I think it is not. It has to me the air of a got-up case. Mr. Donaldson's evidence, especially when I remember how Mr. Chadwick examined me in the matter, goes with me, for nothing in such a case.

4902. (*Rev. W. Rogers.*) A great deal, of course, must depend, as you say, upon the teacher making the teaching interesting?—Yes.

4903. A child, of course, would get exceedingly tired of nothing but dry reading, writing, and arithmetic?—Yes, a child would; you may give a child reading, writing, or arithmetic, or drawing, in such a way, that half an hour's attention, such as you would ask for, it is almost impossible for the child to give; but I have been speaking, in answer to Mr. Senior, always upon the hypothesis, that you have a capable earnest teacher, and then there is no difficulty in giving a longer time.

4904. (*Mr. Goldwin Smith.*) It has been stated to us, that in cases where the child's whole day could not be given to school, much might be done in two fresh hours in the morning. Do you concur in that opinion?—Yes; where there is any real difficulty in the way of getting a child to school, as, for instance, from the poverty of the parents, if you can secure for that child any small portion of school-time, it is a blessing that should not certainly be lightly treated of. Take the factory children, who either have half-time, or no education at all; half-time is so great a benefit, that I do not see how intelligent men can raise a question about it. But Mr. Chadwick steps on from that to tell me that children, whose parents do not require to take the children's wages, should yet have their attendance at school limited to half-time. That, of course, is quite another question.

4905. You think that a great deal is sacrificed by the half-time system?—Certainly. I am quite satisfied that after you have done all that the half-time system will enable you to do, excepting that being steadily at work under a foreman has some tendency to do children good, children are turned out far less efficient in school matters than they would be if they had the whole time; and is not that, after all, exactly the experience which every schoolmaster betrays. I argue in this way: Why do we send after the absentees? Why do I remonstrate with the parent, and say, "Do not keep the child away"? I ought, upon such an hypothesis, to call, and say, "I am very much obliged to you for "keeping the child away half the day; he comes for the other half so "much more bright in his attention."

4906. (*Chairman.*) Does your opinion always imply the supposition of a first-rate master?—I should like to see all masters first rate.

4907. But is your opinion with reference to the power of children keeping up their attention restricted to the case of a first-rate master?—No, not of a first-rate master; it is, of course, restricted to the case of a man who is capable of attracting the attention of the children.

4908. What proportion of the masters actually in employment are capable of attracting the attention of the children?—I cannot give you an answer to that question. I should be doing that which Mr. Donaldson has done if I did so.

4909. But the practical value of your information depends upon the answer to that question?—I am quite sure that you will say that one cannot be too scrupulously careful in giving an answer, and I think that if you come to reflect upon it you will see that neither before you nor me, nor any single man here, nor before the whole Commission itself, is there any possibility of drawing a conclusion as to numbers in that case. All we can say is, that capable masters are fewer than we desire them to be. The one great object which we have in the Birkbeck schools is to see whether we cannot raise the tone of the teaching, and of course of the teacher; but I could not say of my neighbours exactly how many per cent. are what I call capable or not.

4910. Do you think that 50 per cent. are capable?—I should think that a larger per-centage than 50 per cent. decidedly of the masters of

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National and British schools (I will not say the pupil-teachers) would be capable of working six hours a day with their children easily in school, keeping the attention of the boys easily, and giving time afterwards to their pupil-teachers. I have not the least doubt that that is the case. I think that I said as much before when I was here. I am quite sure of this, that the teaching which is now going on in our National and British schools is very excellent compared with what it used to be, and is very far indeed in advance of what is done in the ordinary private schools.

4911. Do you know much of the schools for the middle classes?—I know something about them. I lose no opportunity of mixing with my neighbours in that respect.

4912. Are the middle-class teachers better or worse than those in National schools?—Decidedly less capable as teachers. Unquestionably as you go upwards in schools (I am speaking now as you rise in fees), you get less and less teaching, more and more tasking; I have not a doubt about that. I believe that if you were to tak a lot of children from any of our decent National schools round about London, and examine them in arithmetic, in geography, in English grammar, and in ability to write a little, taking them, age for age, with the children of the expensive private schools, you would find them far surpassing them.

4913. What do you mean by "expensive private schools"?—Such as are charging a guinea and a guinea and a half a quarter.

4914. Private schools for the middle classes?—Yes.

4915. Not for the higher classes?—Not higher than that.

4916. Not such schools as Eton or Rugby?—I do not know either Eton or Rugby. The only grammar school of which I have any knowledge is University College school, and there, certainly, there are nice lads enough. The boys at Peckham have nothing to do with classics, and the boys at University College are all getting Latin, and some Greek, and so on.

4917. Are the Peckham boys as well taught?—I am tired of hearing that there is anything peculiar about that. There is nothing but what a man who has a little education could do if he set about it. I am quite sure of it.

4918. (*Rev. W. Rogers.*) You are conducting a class of schoolmasters in London, are you not?—There is a body of schoolmasters formed into an association for the study of social science, and how to teach it. They are meeting at present once a week at University College; we have the loan of one of the lecture rooms there from the Council.

4919. Was it by their own wish that you undertook that task?—It was at their request.

4920. I suppose that that showed that they felt a desire for a more practical kind of education in their schools?—Yes; I believe that it arose very much from the influence of Mr. Ellis upon the teachers of London. We met last Thursday night, and had a very serious discussion on the wages question, and how to enlighten our boys upon that subject.

4921. Do you think that the masters will introduce that in their schools?—I think they will.

4922. (*Chairman.*) What books do you use as reading lessons?—On account of their cheapness I have used the Irish Society's books.

4923. I suppose that those books were very good indeed, considering the state of knowledge and of school experience when they were published nearly 30 years ago, but what are they now in point of excellence as compared with others which are to be met with?—There are two

or three sets of reading books being issued just now, one by Longman, and another by Constable or Gordon of Edinburgh. I think that in both there is an improvement upon the Irish Society's books, but I do not think that there is much that is material in that. I do not depend upon the reading book for anything else than exercise in the art of reading. If I wanted a boy to understand what a lever is, I should show him the thing, and give him one of these collective lessons on it for exercise, written upon a slate, and make him, if he were in the elder division, reproduce the exercise, which would be an exercise to him in composition, and if he were one of the younger boys I should make him copy it, and bring the exercise to me upon a slate, which would be an exercise for him in writing.

4924. Is not the political economy portion of the Irish books very good ?—Yes.

4925. Are the easy lessons in money matters a part of the Irish books ?—Yes.

4926. Do you use those ?—Yes, they read those amongst others.

4927. (*Rev. W. Rogers.*) You would not teach that by reading ?—Certainly not.

4928. How would you teach it ?—I should teach it in these collective lessons ; the money matters, to take Archbishop Whateley's name for them, are very easy indeed to teach in school. For instance, we have just had an issue of new coinage. A boy brought to school 5*s.* worth of copper (I do not know how he managed to get them), and I was besieged by the boys with inquiries as to what the thing was made of; I did not happen to know the arrangements. I had known all about the old coinage, and had taught the facts over and over again. We set to work and analyzed one of the coins, in order to keep our chemistry alive, and we got evidence of the three metals in it. I had not the skill to weigh as a chemist would, but we got hold of it, and we saw into it in one of the lessons easily enough. You will find that, so far from being limited to three quarters of an hour, I could go on for an hour and a half with 150 children with a lesson like that if I choose to put the steam upon myself.

4929. (*Chairman.*) How many assistants have you ?—About 12 in all, just now.

4930. How many children form a class under the instruction of one person ?—A division in the school means something different from a class. My boys school is divided into five divisions ; in the first division there are over 100 ; in the second division about 90 ; and in the youngest division the smallest number.

4931. How many masters teach 100 ?—I have but one teacher to each division, and I am myself extra to all that.

4932. I ask the question because there has been a great complaint that at Eton there was only one master to 60 boys, and it was said that one to 40 was the minimum. What do you say to that complaint ?—If you give 60 boys a lesson from the Eton Latin grammar, and it takes each two minutes to repeat it, you see what happens ; but if you gave to me 60 boys, you would not increase my difficulty by making them 70 instead of 60.

4933. But what is said is, that each boy has so small a portion of the master's attention at Eton that he is called up to say his lesson once, perhaps, in three weeks, instead of once every day ?—I should think that that is not right, but I must speak with very great caution about Eton or Rugby ; I do not know those places, and I rather desire to keep out of expressing an opinion about them. I think there is more

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of sectarian feeling for and against them than is creditable to either party.

4934. (*Rev. W. Rogers.*) You say that if the hours of schooling were diminished the parents would object; upon what grounds do you think that the parents would object?—What is to be done with a boy if you keep him at home half the day?

4935. The boy will be getting into bad habits?—Exactly. He will not remain in the house; he will be out in the street.

4936, 4937. It is a very different thing when the children are employed in regular work, as they are in a factory; they are, at all events, under discipline?—Exactly; then a boy goes from the school to work, and from work to the school. I see that it is not an uncommon thing where the half-time arrangement prevails, for the work and the schooling to be done on alternate days. I should like to point out to you that it strikes me immediately that Mr. Chadwick's grave charges against what he calls long hours in school are answered there, for on these alternate days you have long hours, you get a day's schooling of six hours.

4938. (*Rev. W. Rogers.*) Of course, a great deal must depend upon the school, whether the teaching is interesting or not?—Yes.

The witness withdrew.

Mr. J. Randall.

Mr. JOSEPH RANDALL examined.

4939. (*Chairman.*) Will you be so kind as to give us your experience as a teacher?—I was three and a half years assistant master of St. Martin's schools, Adelaide Place.

4940. What are they?—The principal schools of St. Martin's.

4941. Are they National schools?—Yes; I was then appointed to the mastership of the district school, since called St. Martin's Northern school, where I remained just over three years.

4942. Where is that school?—That is now situated in Castle Street, Long Acre, and there used to be a playground at the top. Thence I was appointed to the National schools of St. James's, Westminster, by the present Bishop of Lincoln, and I have been there 11 years.

4943. How long have you been in the profession of a teacher?—For about 18 years; I have never been out of the profession. I was educated at the Rev. Sanderson Robins's school.

4944. What school was that?—It was at St. John's Wood. It was a National school, and I was chosen as one of the pupil-teachers. It was before the Government system of pupil-teachers came into operation.

4945. Were you at any of the training colleges?—At none.

4946. Is the system, in the three schools which you have mentioned, the same?—Almost identical.

4947. What are the hours?—The hours in St. Martin's schools were from 9 to 12, and from 2 till 4. In St. James's schools, when I first went, they were from 9 till 12, and in the summer time from 2 till 5 about I considered that in the summer time especially, the children got wearied in the afternoon, on sultry afternoons, and the rector agreed that one hour should be taken off in the afternoon, so that the school hours have since been from 2 till 4 in the afternoon.

4948. That is five hours a day?—It is.

4949. (*Rev. W. Rogers.*) I suppose that virtually what you call the first hour is not more than half an hour, is it; you do not begin school really till a quarter to 10, do you?—Yes, we do; we commence school at 9 o'clock with the singing of a hymn and prayer, which occupies altogether till about quarter-past 9. I will take the first class. We then have a Scripture exercise; the reading in Scripture and the examination of the chapter would occupy till about 10 o'clock. There is then a writing exercise in copy books, and then an interval of about 10 minutes for the whole school.

4950. (*Chairman.*) That is from 10 o'clock till when?—The writing exercise would occupy about half an hour from 10 till half-past 10, then there is an interval of about 10 minutes for singing simultaneously, just to give the children a little relief from the tedium, perhaps of work; that would bring us to about a quarter to 11 before we got fairly into harness again. From a quarter to 11 till half-past would be occupied in slate arithmetic, and from half-past 11 till a quarter to 12 would be taken up by mental arithmetic, and at a quarter to 12 we stop the whole school, and have tables simultaneously, or ask questions upon the events of the day, either any war which is going on, or events in the parish in which the children are interested. It is 2¼ hours actual work, and the remainder we throw in by way of enlivening them and putting a little spirit into the occupation. In the afternoon we commence, say, with history.

4951. At what hour?—At 2 o'clock; we just sing something which does not occupy above three or four minutes. In the afternoon we have history, generally a very interesting lesson, which occupies from 2 till about a quarter to 3. At that time they go into the desks. We always read standing in an open square; we do not read in the parallel desks, and we have an exercise, from dictation, on grammar or geography; the subjects are alternated; we give out a portion, say, of grammar, for them to write down, which would take them about half an hour, and we give them about 10 minutes or a quarter of an hour to learn it by heart; then they come out of the desks, and repeat it, which will take us till about a quarter to 4, when the school is stopped, and we go to prayer, and dismiss at 4.

4952. How many hours would that make?—One and three-quarter hours of actual work.

4953. (*Rev. W. Rogers.*) There are two and a quarter hours in the morning and one and three-quarters in the afternoon?—Yes.

4954. (*Chairman.*) That is four hours altogether?—Yes.

4955. (*Rev. W. Rogers.*) Of course a certain time is occupied in moving the classes?—I have included that in the lessons.

4956. It is not all lesson work for the four hours?—Not quite, but there is not much time wasted.

4957. Would you allow a quarter of an hour?—I think I have allowed for it in the simultaneous singing, because that does not occupy quite a quarter of an hour.

4958. (*Chairman.*) The changing does not occupy more than a few minutes?—No, certainly not.

4959. What portion of those four hours do you consider to be occupied in real mental labour?—During the whole of them it appears to be mental labour.

4960. What do you consider to be the severest portion of it?—Do you mean with regard to the time when the attention of the children begins to flag?

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4961. At what time are a child's faculties most worked; on what subjects?—They begin to feel a little weariness at the end of the morning, after 11 o'clock.

4962. Which of the subjects requires most application of the mind?—I should say arithmetic.

4963. More than the grammar and dictation?—Yes, I think so; certainly more than the dictation. Of grammar and arithmetic I scarcely know which requires the greater amount of attention. When I speak of arithmetic, I am of course speaking of the teacher demonstrating the rules, which really requires an amount of close attention on the part of the pupil to follow and to understand. I am not, of course, speaking of the ordinary work of a sum set down, but of problems, and things of that description, which require very close attention indeed.

4964. What are the lightest subjects?—I should say writing, drawing, and Scripture history. I do not mean dealing with Scripture critically.

4965. Does Scripture history consist of a lecture given by the master or an examination of the pupil?—I can merely tell you my own method there. We will take, say the first book of Samuel; the class read the chapter round, then the books are closed, and the master or the pupil-teacher examines them upon what they have read to see that they understand the meaning of the most difficult words there, and to see that they have fairly got up the narrative and can connect it with what has gone before.

4966. And that you consider is light work?—That I consider is tolerably easy work; it is only calling into exercise, I presume, the powers of observation, and memory, and attention.

4967. (*Rev. W. Rogers.*) Is it lighter work than secular history?—No, I think not.

4968. Why then did you characterize that as a light subject; why did not you say history altogether?—I ought to have said so, perhaps.

4969. (*Chairman.*) Suppose you extended the four hours to five hours, do you think that there would be any advantage in it?—I think not. I think that there would be a decided disadvantage. I have worked under both systems. I have worked under the system from 2 till 5.

4970. That was one hour more?—Yes.

4971. Supposing you extended it to six hours a day, what do you think would be the effect of that?—That is what I have been speaking of, from 4 o'clock till 5.

4972. No, that would only make five hours?—You mean of actual work? I call everything we do a portion of school work, and I am sure that it is a portion of education. I think that all simultaneous work has a very great effect upon children's minds and sympathy.

4973. But at present your children are not employed more than four hours?—Not actually.

4974. Do you think that they could work for six?—Not with any advantage.

4975. Do you think that they could work for five?—Certainly not.

4976. Do you think then that the hours which you employ are the limit of useful attention?—I think quite so.

4977. (*Mr. Goldwin Smith.*) Is there a great difference between the first two hours and the last two; do you think that the power of attention begins to flag after the first two hours?—It does in the morning, I think; at the end of the morning is the only time that I have ob-

served it, except in the sultry days at 4 o'clock in the afternoon, when everybody is similarly affected with a sort of sluggishness; but ordinarily speaking, the only time when I have noticed a lassitude in the minds of the children is at a little after 11 o'clock, but their attention has been quite brought back again, and they have been cheerful when we have a simultaneous conversation at about a quarter to 12, talking about the events of the day in terms which a child of seven years of age can understand.

4978. (*Rev. W. Rogers.*) Have you found a very great difference in that lassitude according to whether you have been teaching them yourself and whether a pupil-teacher has been teaching them?—Decidedly. I think it almost entirely depends upon the teacher. If he exhibits in his manner a liveliness, and he is cheerful himself, the children will be cheerful; there is a sympathy between the children and the teacher; if he is dull, they are dull; if there is life in his manner, they are cheerful and attentive. That has been my experience in every lesson which I have given.

4979. (*Chairman.*) With a mere average master would four hours be enough?—Yes, I think so, decidedly.

4980. And with a mere average master would the additional length of time to five hours be more or less hurtful than with a good master?—I think that it would, of course, be a strain upon the master's health to teach for that length of time in addition to his pupil-teachers, and I think that the last hour would be unprofitable as far as the children are concerned; that their attention could not be kept up for that time.

4981. You have said that you think that with a good master, more than four hours is not advisable?—Decidedly.

4982. That an extension of time beyond four hours with a good master would do harm?—Decidedly.

4983. With a mere average master would it do more harm than with a good master, or would it do less harm than with a good master?—That is a question which seems to me rather metaphysical. If a master really be not up to his work, and have not the power of engaging the attention of children, they will soon get weary.

4984. I say an average master?—With an average master I should say it would be much the same case as with a superior master—a master above the average.

4985. Do you think that to extend the hours of school work in a school presided over by a mere average master would be more inconvenient than where there is a good master, or less so?—I should say that it would be equally disadvantageous in the case of a good master or of an average master.

4986. What are the general hours in schools?—I think that the hours which I have now named, from 9 till 12, and from 2 till 4, are very nearly universal in London schools.

4987. We have just seen Mr. Shields from the Birkbeck schools, and there the hours are six?—They are not National schools. I am speaking now of National schools.

4988. In National schools you think they are generally five?—I think so.

4989. And you think that it would be advantageous to restrict them to four?—I think not.

4990. I thought you said that the five hours were too much?—No. I wish to be perfectly understood. I speak of the time that the children are in school; we are not considering how they are employed;

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but I do not think that five hours per diem too much for children drawn from any class of society.

4991. I thought you said that you would not extend the hours in your school from four hours a day, if you could?—I speak of the time in school; you asked as to the time under instruction; they are five now.

4992. Of those five hours, one hour is spent how?—If you remember, we knocked off the quarters of an hour as we went on. The first quarter of an hour was for prayer and singing, before we got regularly to work; then, in the middle of the morning, you will remember that I told you we had singing, which, together with the few moment's drill, occupied another quarter of an hour. We stop school at a quarter to 12, and speak generally to the children upon some subjects, which take another quarter of an hour, and then, in the afternoon, we stop school at a quarter to 4, which leaves four hours.

4993. They are nearly five hours in school?—They are quite five hours in school.

4994. Though only four hours at actual work?—I call it all actual work; singing and prayer, and the conversational lecture. I call that actual work, but it is given as a kind of relief to them.

4995. Do you know anything of the half-time schools?—I know nothing of them.

4996. You never practised under any system but the present one?—No.

4997. And the present one you would not change?—The present one I should certainly not think of changing. I have not heard any arguments, which would induce me to think that it was too burthensome for the children.

4998. Have you many children who have been at infant schools?—Yes; we have a very large infant school in our own establishment.

4999. And have you many who have not been at infant schools?—Yes.

5000. What do you find the difference to be, between those who come from an infant school, and those who do not?—When they have been brought up by the mistress of an infant school, I have generally found that they have been fairly up in reading; that is to say, they could read difficult monosyllables; they have been able to do enumeration and simple sums in addition, and the elder children from the infant school have had a very fair outline of the leading facts of Bible history, very much superior to the lower classes in the National schools.

5001. (*Rev. W. Rogers.*) And they can form their letters?—Yes; they can write easy words in copy books.

5002. (*Chairman.*) So that they would be able to read, write, and cipher fairly at the age of 10?—Yes, fairly.

5003. I suppose you may say well?—I think not; not to read well especially.

5004. I am supposing that they come from an infant school?—Yes; ordinarily speaking a child who has been well educated in an infant school, at the age of 10, I think, would not read what I should call well. He would be able to read the third book of the Irish Society, and perhaps the fourth; but he would never be able to read, with expression, an article in the "Times," or Hume's History of England, which we do expect boys of 13 or 14 in our first class to be able to do. I consider that the mind of a child at the age of 10 is so immature that under the

best system you could not do it; he could not read what I should call well.

5005. Would he be able to read sufficiently well not to forget it?—Yes; I think so.

5006. And would he be able to read so as to read for amusement?—Yes, supposing that some connexion was kept up. I presume that he has been taken from school at 10 years of age, and is able to work the four rules of arithmetic, both simple and compound, if he were taken away from school at that age, and no connexion afterwards kept up in the shape of an evening school, I am almost inclined to give it as my opinion that those things would fade from his memory altogether; he would forget, especially, his arithmetic.

5007. But not his reading?—It is possible that he would have some little practice in that from reading a newspaper to his father, or some little book for his own amusement, so that he would be more likely to keep up his reading than his arithmetic.

5008. At what age do children generally leave school in London?—In my own school, which is a very large one of 300 children, perhaps the average age at which they leave is 10.

5009. Then what amount of knowledge have they; what amount of knowledge have those who have been at an infant school, and what amount of knowledge have those who have not been at an infant school, supposing each of them to have attended regularly?—Supposing that a boy comes into a good National school at the age of seven, and he attends regularly during three years and leaves at 10, I think that in every good National school you will find such a boy of average intellect, able to do the first four rules of arithmetic, both simple and compound, really well; that he will be able to read such a book as the Irish Commissioners fourth book fairly, and that he will write a decent hand in copy books, perhaps he may rather fail when you set him down to the composition of a letter, but he will however be able to do something in it, and he will be able to spell simple words, not very hard words, with tolerable accuracy. That is my impression as far as I have seen children on their leaving school.

5010. Do you suppose him to come from an infant school or not?—I suppose him to have been in an infant school till he is seven years of age; we do not admit children into the National school unless they know their letters; if a child comes in at the age of seven, and he knows his letters, and remains at the school three years, we should in that time be able to teach him as far as I have stated.

5011. Would he forget his arithmetic?—I am inclined to think so; if he left school at 10 years of age, and no connexion was kept up in the shape of an evening school or some private tuition, I am of opinion that he would be likely to forget his arithmetic.

5012. But he would not forget his reading?—I do not think that he would forget his reading, for the reason which I have before mentioned. I have had some experience in an evening school which is carried on in our own parish, and I have there met with cases of big youths who have been in my second or third class. When at my school, they could work a sum in simple proportion and in practice, and they have come to the evening school to fetch it up again; it has almost faded.

5013. (*Rev. W. Rogers.*) Supposing that a lad of 16 comes into the evening school who has never been at school at all, there would be a great difference between teaching him and teaching a boy who has

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been at your school previously; there would be much more difficulty in teaching a boy who has never been at school?—Certainly.

5014. In the other case you could easily rub up the boy's knowledge?—Yes, it only has to be revived.

5015. (*Mr. Goldwin Smith.*) Your experience is of a town where there is a good deal to keep up the faculty of reading?—Yes.

5016. In the country they would probably lose more even of that faculty than in a town?—Yes. In the country I should think they would lose it more, though of course there are books, and hawkers going about, and there are the services in Church which would lead them to keep up their reading; but it is not so with arithmetic, so that I think that would fade.

5017. In a town a boy is reading bills and things in shops?—Yes.

5018. But it is not so in the country?—No.

5019. (*Rev. W. Rogers.*) Is it not the same with arithmetic? Do not the boys generally go out in some commercial line?—Those who leave my own school early go as common errand boys at 1*s.* 6*d.* a week, or they go to clean knives and forks, or to take charge of an office. Those who remain till the age of 13 have generally been successful; they have been very good boys, and I have got them very fair situations indeed. I have got two or three into lawyers' offices, where they are earning 10*s.* a week at 13 years of age. One in the Athenæum Club has 7*s.* 6*d.* a week and his dinner and tea allowed him; he was a little fellow when I recommended him, only 12½ years of age, but very intelligent, and he has been there ever since.

5020. (*Chairman.*) I suppose they go as pages?—Yes, a good many go as pages in our neighbourhood.

5021. (*Rev. W. Rogers.*) Do you find that many of your boys come back to the evening school?—Not many.

5022. (*Chairman.*) You have nothing to do with pauper children, I suppose?—Nothing.

5023. (*Rev. W. Rogers.*) Do you conduct the evening school?—No, I am not allowed to do so; but I promised the master that I would give one lesson in the week on history, just to let them see that it had some connexion with the day school. It is voluntary, of course.

5024. Do you think that that rule of the Government is a good one?—Not entirely.

5025. You think that the master might take a part in the evening school without any detriment to his health?—I think so; but on the condition that upon the days on which he teaches in the evenings he shall not have any afternoon school.

5026. How many hours do you think that a master can teach?—About six hours and a half a day I think is quite sufficient strain upon his bodily and his mental power. We have to teach in not the purest of atmospheres, and it is very trying to all our functions.

5027. In a great many cases is it not the master's own fault that the atmosphere is not pure; he does not open the windows?—With a great number of children, unless you have them out in the open air, the air must be in some way tainted.

5028. Do you give gallery lessons in your school?—No.

5029. Do not you approve of gallery lessons?—No.

5030. Why not?—The reason why I do not give gallery lessons is that my classes are so exceedingly large that when I find that I have 30 or 35 boys together it takes so much time in moving them; and if I have 50 boys I think that is quite enough for a teacher.

5031. That would be virtually a gallery lesson?—Yes; and we may call our lesson at a quarter to 12 to the whole school a gallery lesson.

5032. Do not you find that they take a great interest in that?—Yes.

5033. Then why do you object to gallery lessons?—I object to them because when I see 120 or 100 children put on a gallery I think it takes up too much time in coming and going; that is one reason; and another reason is that lesson giving is carried to too great an extent at the present day.

5034. You may give them a gallery lesson and examine the children afterwards or as you go on?—Yes.

5035. Therefore it is teaching them?—Yes, it is teaching them, but I presume that the lessons in schools answer somewhat the same purpose as lectures in a university, or in a public institution; they are meant merely as aids to those who know something about the subject, and not to dispense with the learning of the elements of the subject itself. I should never think of teaching grammar in a gallery lesson. I always make it a point to let them learn from a book and commit it to memory, and I examine them upon it to see that they understand it; and I am quite persuaded that that is a much better plan for children than giving them merely lessons upon the subject.

5036. (*Chairman.*) Do you make a distinction between teaching and tasking?—No.

5037. The distinction has been made in evidence which has been given to us, and I suppose that it consists in this, that teaching is when the master gives a sort of lecture, and that tasking is when he requires the pupils to do something themselves?—I never heard of that. I can only imagine tasking to be when you set a child down to learn a few verses, say, of poetry, as a task for doing ill, or for neglecting to do some of his lessons. I suppose that that we should call a task.

5038. How much is there of work done by the children themselves, or what I should call myself a task?—That is a task in that sense of the word.

5039. In how much of the four hours are the children employed in doing anything themselves and not in listening to you?—Supposing it is a reading lesson, they are doing that themselves; they read round, and we correct their mistakes, and give them the right pronunciation.

5040. How long does the reading lesson take?—I will take history, half an hour.

5041. With how many children?—About 30.

5042. Then does each child read more than a minute?—No, not more than a minute, I should think.

5043. What is he doing while the others are reading?—Following them; he does not know when his turn to read may come. To keep up his attention, the teacher calls upon so and so, No. 3, No. 8, No. 5, as the name may be, so that he does not know when his turn may come, and he is obliged to keep up his attention for the whole of that 30 minutes. It would not do to read round, and for No. 1 to read and take no further notice of the subject; his attention would not be kept up the whole time.

5044. Would the same boy be called upon twice?—He might be.

5045. But the chances of that are small?—No, I think not.

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5046. If you call upon one boy twice, another boy is not called upon at all?—Just so, if it comes to an exact minute; but you can read a good deal in a minute; we read by full stops, long or short as the case may be.

5047. Have you the book in your hand while the child reads?—As a rule, I have. When I wish to test some of the elder boys I put down the book. I say, "Supposing I were your father at home, and you "were reading the newspaper, let me see whether I should understand "exactly what you were saying, and if I can follow you pretty well, "then I shall say that you read fairly."

5048. Are any of the other children allowed to close the book while the reading lesson is going on, and to endeavour to catch it by the ear instead of by the eye?—No, I cannot say that we do that, not as a rule; we have done it in the case of the first class.

5049. It would be better, I suppose?—Occasionally I think it is a very good exercise.

5050. The reading lesson takes half an hour, and all the children are doing something?—Yes.

5051. In what other lesson are they employed in doing something?—The arithmetic.

5052. How long does that take?—The arithmetic lesson lasts three-quarters of an hour; they are employed in that individually the whole of the time excepting the demonstration of the rules.

5053. How long does the grammar lesson last?—Of grammar we never give more than half an hour at a time, because we find that it is a dry subject to them.

5054. But in grammar they are employed the entire time?—They are employed; they have lessons at home to learn over night, and then we give it out in dictation, and they are acquainted with the spelling part, but to impress it upon their minds we give out the same lesson as they have learnt, and we come to the conclusion that having been looked at and learnt, the words will not be misspelt in future; they are occupied about half an hour in writing from dictation what they have previously learnt, but we read it for correct pronunciation, to that they may know it in their books.

5055. Have you any learning by heart?—Yes, we give them about a quarter of a page of grammar every other night; they have the little book of the Irish Commissioners, and they have about a quarter of a page to learn together with a sum.

5056. How long does it take a child of 8 years of age to learn by heart that quarter of a page?—I cannot say that, because it is learnt at home.

5057. Do you find that it generally is learnt at home?—Fairly so; of course we have dull boys and idle boys; but it is tolerably fairly done. It is only the elder boys in the first and second classes that we give it to.

5058. Of what ages?—The average of the first two classes is 10½ or 11 years.

5059. They form a small minority of the school?—They form the minority of the school.

5060. And a small minority, I suppose?—About one-fourth of the school.

5061. (*Rev. W. Rogers.*) Do you think that it would be a popular course with the parents to diminish the hours of schooling?—It would be very unpopular, I think.

5062. Upon what ground?—Not only that they care about the education, but also that they do not wish the children to be playing about the streets, or annoying them at home.

5063. Supposing it was understood that the children might come to school half-time, do you think that many of them would get employment in the other half-time?—I do not see that in the London districts they could do so.

5064. Therefore you do not think it at all desirable to lessen the hours?—I think not.

5065. (*Chairman.*) I suppose that the parents would not object to shorter hours so far as nursing the baby goes?—That might apply to girls, but certainly not to boys from my experience; and so far from the elder boys feeling the time go heavily, they look forward with interest to it. We have a chess-board and a draught-board in the school, and it is a difficulty to get the children out, they are so interested in the game.

5066. (*Rev. W. Rogers.*) You think that with a good school they like to come to school?—Yes.

5067. Would you make that a test of a good school?—It is one of the tests. I should not make it the only test.

The witness withdrew.

Adjourned.

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